

The 6th International Symposium on Bilingualism

May 30 - June 2, 2007

University of Hamburg

Abstracts

Contact Us

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Dear ISB6 Participant,

The *Research Center on Multilingualism*, host of the 6th *International Symposium on Bilingualism* which will take place at the *University of Hamburg* from May 30 through June 2nd 2007, welcomes you to Hamburg and wishes you a professionally successful conference and a personally satisfying visit to our city and our University.

On first encounter, the Free and Hanseatic City of Hamburg may not strike you as a typical example of a multilingual city, especially not in comparison to Barcelona, the site of ISB5. Hamburg, Germany's second largest city and Europe's second largest port, prides itself on being Germany's "gateway to the world", yet multilingualism here would appear to refer to the languages spoken by its visitors rather than by its citizens. Nonetheless, over the last few decades, Hamburg, like all of Germany, has increasingly become aware of the multilingual nature of its population. If the autochthonous languages other than German (Low German, Frisian, Danish, Romanes, Sorbian) have long played a fairly marginal role in public life, immigration over the past fifty years has resulted in major changes to Germany's linguistic composition, with large groups of citizens and permanent residents speaking Turkish, Russian, Polish, Italian, and a number of other languages, increasingly alongside German as a second first or as a second language.

Turning to the University of Hamburg, the study of languages, especially of foreign languages and of multilingualism has always played an important role. In fact, when the University of Hamburg was founded in 1919, a system of academic teaching and a number of research institutions, several of them dedicated to study of modern languages, were already in place. These were later incorporated into the newly founded university. Incidentally, this means that some of the departments of foreign languages and cultures are older than the university as a whole. According to a fairly recent count, students can choose from more than 130 languages to major in. To the best of our knowledge, this is more than at any other German university, and we hope that this rich choice will continue to be possible for future generations of students.

The program which we present to you here is the result of a selection by the Scientific Committee whose extremely valuable support is hereby acknowledged. Most importantly, we want to thank all of you who submitted abstracts for papers, posters, and colloquia. The unexpected large number of submissions has enabled us to put together a fascinating program, embracing a wealth of disciplines, theoretical approaches, methods, and research areas. We have, moreover, been fortunate in that all the individuals who we invited to deliver keynote addresses were kind enough to accept our invitation. And

although a choice of five cannot reflect the full array of what current research on bilingualism has to offer, these five distinguished researchers represent different academic disciplines, theoretical and methodological approaches. We are grateful to Ellen Bialystok, Sascha W. Felix, David W. Green, Kenneth Hyltenstam, and Virginia Yip to have taken on the task of serving as keynote speakers.

We look forward to meeting all of you in Hamburg.

Jürgen M. Meisel, Chair
Local Organizing Committee
ISB6 Scientific Committee

May 10, 2007

ACKNOWLEDGMENTS

The organizers gratefully acknowledge the advice, assistance, and cooperation of numerous people. Special thanks go to the Steering Committee and the local volunteers.

The organizers wish to thank the members of the Scientific Committee for their reports on up to 483 abstracts submissions. Their valuable help is greatly appreciated by both organizers and participants.

This conference would not have been possible without the generous support of the following organizations: Deutsche Forschungsgemeinschaft (DFG) and Universität Hamburg. Funding was also received from the John Benjamins Publishing Company, Cambridge University Press, Multilingual Matters, Nashuatec, and Eurohypo.

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Last Minute Update

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KEYNOTE TALKS

Ellen Bialystok (York University, Toronto)

Cognitive Benefits and Linguistic Costs of Bilingualism Across the Lifespan.

Wednesday: May 30, 11.00 – 12.00, Audimax I

Sponsored by Bilingualism: Language and Cognition (Cambridge University Press)

Kenneth Hyldenstam (Stockholm University)

The Incidence of Nativelikeness among Second Language Users – a Maturational Account.

Wednesday: May 30, 18.15 – 19.15, Audimax I

David W. Green (University College London)

Structure and Function in the Bilingual Brain.

Thursday: May 31, 17.45 – 18.45, Audimax I

Virginia Yip (Chinese University of Hong Kong)

The Logical Problem of Bilingual Acquisition.

Friday: June 1, 18.15 – 19.15, Audimax I

Sascha W. Felix (University of Passau)

Second Language Acquisition Research: Glories and Tragedies.

Saturday: June 2, 9.00 – 10.00, Audimax I

COLLOQUIA

Thursday: May 31, 14.00 – 17.30, (10 parallel sessions)

Friday: June 1, 14.30 – 18.00, (10 parallel sessions)

Saturday: June 2, 14.30 – 16.30, (8 parallel sessions)

POSTER SESSIONS

Session I: Wednesday, May 30, 12.00 – 14.30, Audimax Foyer

Session II: Thursday, May 31, 19.00 – 20.30, Audimax Foyer

BUSINESS MEETING

Saturday, June 2, 12.00 – 13.00, Audimax I

RECEPTIONS

Wednesday, May 30, 12.00 – 13.00: Sponsored by Cambridge University Press, Audimax Foyer

Thursday, May 31: Sponsored by Multilingual Matters, 19.30 – 20.30, Audimax Foyer

DINNER CRUISE

Friday, June 1, 20.00 – 24.00, 'Louisiana Star'

Bus shuttle to Harbour at 19:30 in front of the Audimax

Cognitive Benefits and Linguistic Costs of Bilingualism across the Lifespan

Ellen Bialystok
York University, Toronto

A growing body of research has reported systematic effects of bilingualism on aspects of linguistic and cognitive performance. Such processing differences have been reported across the lifespan, covering participants between 4 and 80 years old. The direction of these effects, however, is not consistent; while studies assessing performance on verbal tasks tend to show bilingual disadvantages, a wide range of studies assessing performance on nonverbal tasks consistently show bilingual advantages. The present talk will report the results of studies that have produced both types of effect and propose an account of how bilingualism influences cognitive and linguistic processing that can resolve the apparent contradiction.

Problems and Mysteries in Second Language Acquisition

Sascha W. Felix
University of Passau

Part of the value and attractiveness of a scientific field appears to derive from the fact that there are questions that have been successfully answered, questions that we have some hope of answering in the non-too-distant future, and finally questions we cannot answer for principled reasons. It is this latter type of question that in various publications Chomsky has called *mysteries* in contrast to *problems*. In this paper I will look at some of the questions that modern L2 acquisition research has dealt with since its inception in the early 70s attempting to identify both the problems and mysteries of the field. It will be argued that while the more fundamental issues of L2 acquisition predominantly tend to be assigned the status of mysteries, solved and solvable problems are mostly encountered in very limited technical domains relating to specific data analyses and modes of data collection. As a consequence, the achievements of over 30 years of L2 acquisition research are much less impressive than what is standardly proclaimed in published statements concerning the state of the art. For lack of significant progress the same types of domains are being looked at over and over again and the same types of questions are being asked that were asked in the early and mid 70's. In public awareness the field is virtually non-existent.

It will furthermore be argued that this is not a specific property of (L2) acquisition research, but can similarly be observed in linguistics in general. The one-time highly praised unity of the field is more and more in jeopardy with many neighboring disciplines turning entirely away from linguistics and individual subfields tending to return to splendid isolation. It thus appears that linguistics and its "children" are continually losing much of their theoretical impact reducing themselves to little more than (at times pseudo-theoretical) mere descriptivism.

Structure and function in the bilingual brain

David W. Green
University College London

In this talk, I review the claim that different languages use a common network of regions controlled by cortical and subcortical circuits. Acquiring other languages involves adapting this network so that processing in a person's native language is also changed. On this view, it is neural plasticity that is a constraint on adult performance in a non-native language and not a biologically-constrained sensitive period.

Classical language areas in the brain are also activated in non-linguistic tasks. So in order to reach a deeper understanding of the representation and control of language in the brain we need to find out how different regions are configured together to make linguistic action possible. On evolutionary grounds, I suggest that the way forward is to continue to explore the neural bases of the relation between language and action. Language is grounded in action in the world and its use helps coordinate actions to achieve particular states of the world. On this view, bilingual and polyglot speakers are makers of worlds.

**The Incidence of Nativelikeness among Second Language Users
– a Maturational Account**

Kenneth Hyltenstam
Stockholm University

The incidence of nativelikeness in adult second language acquisition is a controversial issue in SLA research. While some researchers claim that any learner, regardless of age of acquisition, can attain nativelike levels of second language proficiency, others hold that attainment of nativelike proficiency is, in principle, impossible. The discussion has traditionally been framed within the paradigm of a critical period for language acquisition and guided by the question of whether or not second language acquisition is constrained by the maturation of the brain. The work presented here can be positioned among those studies that have focused exclusively on the apparent counter-examples to the critical period. Against the backdrop of a review of such cases described in the literature, the presentation reports on a large-scale study of Spanish/Swedish bilinguals ($n = 195$) with differing ages of onset of acquisition (<1–47 years), all of whom identify themselves as potentially nativelike in their L2. Listening sessions with native-speaker judges showed that only a small minority of those bilinguals who had started their L2 acquisition after age 12 years (but a majority of those with an age of onset below this age) were actually perceived as native speakers of Swedish. However, when a subset ($n = 41$) of those participants who *did* pass for native speakers was scrutinized in linguistic detail with a battery of 10 highly complex, cognitively demanding tasks and detailed measurements of linguistic performance, representation and processing, *none* of the late learners performed within the native-speaker range; in fact, the results revealed also that only a few of the *early* learners exhibited actual nativelike competence and behavior on all measures of L2 proficiency that were employed. Our primary interpretation of the results is that a delayed exposure to a language always has some long term effects on ultimate attainment in a second language. These effects vary systematically in size with the length of the delay, and range from non-perceivable effects, as in the case of near-native speakers, to clearly noticeable effects, as in the case of accented or grammatically deviant discourse. The extent to which a maturational account is applicable to these results will be discussed.

The Logical Problem of Bilingual Acquisition

Virginia Yip

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The logical problem of language acquisition refers to the challenges posed by the quantity and quality of the input and the ways in which it underdetermines the target grammar. Given the situation facing the bilingual child, each of these problems is greatly magnified, making for a more complex and challenging problem both for the child and the linguist. This paper explores how the logical problem facing the bilingual child differs from that facing the monolingual child. Specifically, *the logical problem of bilingual acquisition* refers to the gap between the input available to the bilingual child and the endpoint of acquisition: the child ends up with complex knowledge of two languages despite the apparent inadequacy of the input.

Compared with monolingual acquisition, bilingual first language acquisition is necessarily more diverse given the variables related to the two different languages and the bilingual environment. We explore two aspects of early bilingual development: (1) the bilingual child acquires knowledge of two grammars that is underdetermined by the input, in essentially the same time span within which the monolingual child acquires knowledge of a single grammar and (2) the bilingual child experiences delay and/or lack of convergence with the target grammar compared with the monolingual counterparts.

If the input is considered impoverished in the case of monolingual children who are exposed to one language at a time, then this poverty must be considered even more acute in the case of bilingual children since the input from each of the languages is more limited in terms of both quantity and quality of input. Quantitatively, the frequency of structures in the dual input may be reduced to varying degrees in each language compared to the monolingual child's input, while qualitatively, the ambiguity and indeterminacy in the adult input may further make the acquisition of each target language more challenging. This problem of indeterminacy within a language and in a language contact situation forms the basis of the input ambiguity account for cross-linguistic influence. Video clips will be shown to illustrate the bilingual children's development of specific linguistic features including *wh*-interrogatives and null objects, drawn from our multimedia Hong Kong Bilingual Child Language Corpus featuring six children's longitudinal data in Cantonese and English from 1;3 to 4;6.

Thursday, May 31, 14.00 – 17.30h

Bi- and multilingual practices in hip-hop lyrics

Expanding the increasing research interest in bi- and multilingualism in planned discourse and the performance arts, this colloquium will bring together scholars from sociolinguistics, discourse analysis and applied linguistics to discuss bi-/multilingual practices in hip-hop lyrics from various languages. Hip-hop is a particularly rich site of language contact processes due to its character as hybrid cultural practice; its 'glocal' character as an African American cultural form that is globally diffused and locally appropriated; its worldwide appeal to marginalized and minority populations; and its heavily poetic performance practices. The data to be discussed draw on linguistic repertoires which variably encompass a majority/national language, a range of minority/migrant languages and (African-American) English. Topics to be addressed on a micro level include the patterns of code-switching and language mixing found in lyrics; their relationship to spontaneous bilingual speech; and the relationship of language choice to topic, narrative voice, and genre structure. Topics on a macro level will include the relationship of rappers' bilingual practices to the discursive construction of hybrid/multiple identities; the effect of institutional constraints (e.g. commodification) to bilingual practices, and the implications of these practices for wider processes of ethnolinguistic diversity, resistance to monoglot ideologies, and the commodity value of bilingualism in a globalizing world. The contributions draw on data from various speech communities and contact settings, including Cantonese/English in Hong-Kong, Swahili/English in Tanzania, Maori/English and Samoan/English in New Zealand, Spanish/English in the US, Quebec French/English/migrant languages in Canada, and German/migrant languages in Germany.

Chairs:

Jannis Androutsopoulos, Mela Sarkar

Discussant:

Mark Sebba, Department of Linguistics and English Language, Lancaster University
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Participants and Papers (in alphabetical order):

Bilingualism, ethnicity, and genre in German-based migrant hip-hop

Jannis Androutsopoulos

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This paper examines uses of migrant languages (e.g. Turkish, Italian) in German hip-hop productions from the mid 1900s to date. Based on an analysis of their frequency, their distribution across the genre structure of rap songs and, the propositional content they convey, it argues that migrant languages have a primarily symbolic, rather than communicative, function. This allows artists to target mainstream monolingual audience by laying claims to their ethnic heritage.

Battling HIV in Bongo Flava: Advocating for Tanzanian sexual morality in multiple codes

Christina Higgins

Department of Second Language Studies, University of Hawai'i at Manoa

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Tanzanian rap draws on Swahili, English, and “Swahinglish”, a new urban code, to address behaviors which encourage the spread of HIV, and hence which entextualize (Silverstein & Urban, 1996) Western culture. As these codes are also used to offer advice on sexually responsible, explicitly ‘African’ lifestyles, they do not merely mimic the voice of the Western ‘other,’ but rather have been appropriated in the local context.

Bi-literacy with an Attitude: Code-mixing/switching in Hip Hop Song Lyrics in Hong Kong

Angel Lin

Faculty of Education, Chinese University of Hong Kong

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This paper analyses the bi- and multilingual (Cantonese/English, Cantonese/Korean/ English) discourse of local hip hop artists in Hong Kong. Often socially conscious, their lyrics address both global and local issues, intertwining texts from diverse sources and juxtaposing voices from different languages and cultures.

Subverting Cervantes: Reggaeton, rap and Latino pop on a global stage

Clare Mar-Molinero

Modern Languages, University of Southampton

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This paper discusses the phenomenon of grassroots appropriation of global Spanish by examining US Latino popular music. It argues that its topics and

code-switching patterns are a manifestation of a linguistic community crossing 'contact zones' (Pratt 1987, 1992, 2005) to bring their own particular form of Spanish to the global stage.

Bilingual Constructions of Indigeneity in Aotearoa Hip-hop

Tony Mitchell

Trans/forming Cultures Research Centre, University of Technology, Sydney

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This paper will examine ways in which indigenous identities are negotiated through language in hip-hop music in Aotearoa/New Zealand, focusing on the work of Te Kupu, who raps in both English and the Maori language, and Feelstyle, who mixes English with Samoan. It argues for affinities between the rhetorical formations of Aotearoa hip-hop and Maori and Pacific Islander traditional cultures, and for the use of hip-hop by indigenous artists to re-engage with traditional aspects of their culture.

Subversion, domination and code-switching in French Quebec rap

Mela Sarkar, Lise Winer and Bronwen Low

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French is the official language of Quebec and the main language of Quebec hip-hop lyrics. Montreal rappers from diverse backgrounds use several other languages as well as several varieties of both French and English in their lyrics. This paper examines tensions between local and continental French as well as between French and immigrant languages, as reflected in rap code-switching. New processes of Quebec youth identity formation are shown to be at work that resist government-imposed categories of "francophone, anglophone, allophone".

Thursday, May 31, 14.00 – 17.30h

Voices of diaspora: Migration, minorities and multilingualism

This panel will present empirical research from different geographic context to demonstrate the ways in which minority language speakers in diaspora respond symbolically to new relations of power and domination between languages, and how they understand their own historical-linguistic identity within a system structured around dependency and unequal development.

Organizers:

Rakesh Mohan Bhatt (University of Illinois)

Rajeshwari Pandharipande (University of Illinois)

Discussant:

Agnes Bolonyai (North Carolina State University)

Individual papers:

Kashmiri Language in Diaspora: Folk Beliefs, Evaluation, and Attrition

Rakesh Bhatt (University of Illinois, USA, rbhatt@uiuc.edu)

This paper presents qualitative and quantitative evidence of linguistic attrition of Kashmiri through a detailed examination of folk beliefs about Kashmiri, and an analysis of language attitudes (evaluation) and (cross-generational) patterns of language use among diaspora Kashmiris living in New Delhi. These analyses account for the linguistic acquiescence of mother-tongue Kashmiri speakers to Hindi and English that is manifestly against their interests—a result of hegemonic incorporation. I argue that this hegemonic incorporation is made possible by confusing myths about Kashmiri language with the reality of its acquisition and use. The analysis will demonstrate important aspects of representation and social cognition of the Kashmiri community, especially as it establishes links between language socialization and folk theories of language acquisition and linguistic practices.

Selective multilingualism, self-perception and linguistic maintenance: the case of Arbresh

Eda Derhemi (University of Illinois, USA)

This paper focuses on recent changes in the ideologies underlying language choice vs. practical language use in the multilingual community of Piana degli Albanesi, Sicily. Based on data from a large sociolinguistic survey, and text analysis of a minority newspaper and recent textbooks for learning Arbresh, I will discuss three sociolinguistic consequences of these ideological changes: a) changes in the ethno-linguistic identity of this community; b) new socioeconomic and cultural relations among local sub-communities of speakers, and the symbolic values these sub-groups carry among the majority; c) language loss and maintenance. I conclude that linguistic choice in a small multilingual minority is not in conflict with the majority, is strongly influenced by coincidental historical events that can change the power relations of a sociolinguistic system. Linguistic shift and maintenance swiftly follow the power shift, even if they go against the interests of the community.

Changing symbolic values and language choice in the Hindu diaspora in the US

Rajeshwari Pandharipande (University of Illinois, USA)

The paper argues that the symbolic value of immigrants' linguistic capital changes in Diaspora which influences multilinguals' choice of languages. The multilingual diasporic minority Hindu community in the US uses English in the Hindu rituals, which, symbolizing a "polluted language," is prohibited in Hindu rituals in India. Sanskrit, which is only marginally understood by the Hindu community in the US, is promoted in the rituals as opposed to the other Indian languages. The paper argues that these choice are justified because transmission of the Hindu beliefs, and consolidation of the Hindu community are serviced by English, symbolizing the "power of communication" across generations of Hindus and non-Hindus, and Sanskrit, the language par excellence of Hinduism and the only language which uniquely marks and consolidates the linguistically diverse Hindu community in the US.

No claims to be indigenous

Bernard Spolsky (Bar-Ilan University, Israel)

By definition, diaspora linguistic and ethnic minorities have no claim to the special rights that are claimed by and regularly offered to indigenous groups. Growing up in New Zealand, we spoke of a trip to England as "going home", though for Maoris, claiming the rights of first settlers tangata whenua there was still an earlier Pacific home variously identified. I soon became aware of my own diaspora identity, with a 2000 year heritage of celebrating Northern Hemisphere agricultural seasons and maintaining sacred and literary use of an ancient language, and joined in the effort to re-establish it as a vernacular. Yet, I maintain complex ties with the former diaspora homes like my fellow citizens— the former inhabitants of the Soviet Union who escaped their diaspora try to maintain a Russian-language based culture that came to replace their earlier diaspora language and religion. These and other examples will be used to explore the notions of diaspora and indigenous.

Spreading the good word(s): Language dynamics and performance in a Congolese Pentecostal Church in Cape Town

Cécile B. Vigouroux (Simon Fraser University, Canada)

This study explores the language dynamics of a Congolese Pentecostal church in Cape Town. It shows how specific actors of the church use different languages to perform different social and communicative functions. Four language varieties are usually used during each church service: literary

Lingala used by the church band to sing the Gospel; an indigenized variety of French used by the pastor to preach, a variety of South African English used by the (sermon) interpreter, and urban vernacular Lingala used by the deacon to communicate announcements to the congregation and prepares it for central part of the service. I show that the use of the four languages is also informed by broader language ideologies constructed both locally in the host country and non-locally in the country of origin.

Saturday, June 2, 14.30 – 16.30h

Investigating Multilingualism in Institutional Settings

This colloquium discusses the ways in which institutional settings extend or restrict the performance of multilingual identities. The first of the three papers reports emergent findings of an ESRC-funded project in UK, which explores the social, cultural and linguistic significance of complementary schools within their communities and in wider society (Li Wei, Chao-Jung Wu, Vally Lytra and Dilek Yağcıoğlu-Ali). The second and third papers report studies of multilingualism in institutional settings in diverse world contexts: Steven Talmy examines the negotiation of identities in talk among students in mixed-L2-proficiency ESL classes in a Hawai'i high school, while Brigitta Busch offers a detailed analysis of the social interactions and discourses that constitute the linguistically diverse space of the central municipal library in Vienna. The panel will be introduced and chaired by Adrian Blackledge and Angela Creese. There will be a thirty-minute discussion session involving audience and participants.

Co-organisers/Chairs:

Adrian Blackledge and Angela Creese

Summary of the colloquium:

Introduction: Adrian Blackledge and Angela Creese (10 minutes)

Paper 1: Chao-Jung Wu, Li Wei, Vally Lytra and Dilek Yağcıoğlu-Ali
(30 minutes)

Paper 2: Steven Talmy (30 minutes)

Paper 3: Brigitta Busch (30 minutes)

Open discussion: (30 minutes)

Abstracts for individual papers:

Language practices and identity work: Chinese and Turkish complementary schools in comparative perspective

Li Wei, Vally Lytra, Chao-Jung Wu and Dilek Yağcıoğlu-Ali

This paper reports on an on-going project looking into the linguistic practices of Turkish- and Chinese-speaking young people across contexts and participation in Turkish and Chinese complementary schools in the UK. In particular, drawing on a variety of sources (field-notes, tape and video-recordings as well as still photography and semi-structured interviews) we focus on the children's linguistic repertoires and the ways they inform meaning making and identity work. We examine how their range of language practices may be enhanced or constrained by dominant discourses about language and identity in circulation in Turkish and Chinese complementary schools.

“This ain’t Chinatown!”: Identities, ideologies, and orders in high school ESL

Steven Talmy

This paper examines the negotiation of identities in talk among students in mixed-L2-proficiency ESL classes in a Hawai’i high school. The institutional identity of “ESL student” at this school was articulated in undifferentiated terms. Although the institution did not recognize the diversity that the hypernym “ESL student” obscured, students did, and peer interaction concerning classroom L2-English and L1 use was a common, if contentious site for the production of difference. This paper considers advanced L2-English proficient students’ enforcement of classroom English-only policies, which targeted L1 use among lower L2-English proficient peers. On the one hand, the enforcement of English-only policies served as a resource for advanced ESL students to differentiate the institutional identity of “ESL student” in ways the school never did. But such actions also resulted in the re/production of language ideologies that denigrated bi- and multilingualism, ESL, and ESL students.

Open spaces for linguistic diversity: negotiating language policies on the municipal level

Brigitta Busch

This paper focuses on a detailed analysis of the social interactions and discourses that constitute the linguistically diverse space of the central municipal library in Vienna. With its multimedia resources, the possibility of access to the internet and its open space policy, the library attracts a large

number of young migrants and refugees as well as more traditional users. The paper is based on recent ethnographic, sociolinguistic research carried out in the course of the EU research project "Changing city spaces: new challenges to cultural policies in Europe" and on a current follow up project in the city of Vienna.

Friday, June 1, 14.30 –18.00h

Multilingualism, Literacy, and Multimodality

Over the last decade, there has been intense interest in empirical investigation and theory development related to the multimodal nature of contemporary communication. A good deal of this research has been conducted in settings where one language has been dominant. Recent work on literacy in multilingual settings, including settings where more than one writing system is learned and used, has drawn attention to the complex ways in which semiotic resources are intertwined in daily communicative practices and to the way in which these practices are bound up with the construction of identities, with the production and reproduction of language ideologies and asymmetrical relations of power.

The aims of this colloquium are thus:

1. To focus on the interface between multilingualism, literacy and multimodality;
2. To identify themes emerging from current empirical work in different sites;
3. To consider new directions for theory-building.

Some of the papers presented in this colloquium will be concerned with ways of incorporating multimodality into the design and conduct of research in multilingual settings. Others will focus on the new kinds of insights that can be gained from taking account of multimodality in the interpretation and analysis of communicative practices in different types of bilingual and multilingual settings. The discussion will include considerations of both theory and method. All of the papers will draw on research in progress in different sites, in both institutional and local life world settings. They will include references to different media of communication and to different constellations of languages, literacies and multimodal resources.

Convenors:

Gabriele Budach (University of Frankfurt)

Marilyn Martin-Jones (University of Birmingham)

Abstracts of contributors:

The ethnography of literacy in multilingual settings: Multimodal research design

Marilyn Martin-Jones, Daniel Chandler and Buddug Griffith (University of Birmingham)

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This paper will consider some of the advantages that accrue from the incorporation of multimodal and interactive data-gathering strategies into the design of research on literacy in multilingual settings. Our discussion of methodological issues will be illustrated with reference to a research project, in North Wales, which is being carried out with bilingual students in the 16-19 age range. The project is entitled: *Bilingual literacies for learning in Further Education / Dwyieithrwydd, llythrennedd a dysgu mewn Addysg Bellach*¹. The focus of the research is on the ways in which the students draw on literacies, in different languages, in their everyday lives, at home, at college and at work and on the social identities and cultural values associated with these literacies. We are documenting a broad range of literacy practices, including reading, writing, the use and/or production of texts in different media and the use of different literacy technologies.

¹ This research is funded by the Economic and Social Research Council (ESRC), through its 'Teaching and Learning Research Programme', from May 2005 to August 2007

Multilingualism, multimodality and mixed-language texts

Mark Sebba (Lancaster University)

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This paper will discuss approaches to the interpretation of bilingual and multilingual public texts such as street signs, websites and ephemera in terms of language choice, visual imagery and spatial design.

Written texts involving two or more languages have tended to be treated as aberrant or of marginal interest to linguists, yet such texts surround us, and may be becoming more common. Most research on code-switching has concentrated on the analysis of spoken conversation. Although there has been research on a diverse range of written mixed-language texts, it has undoubtedly suffered from a lack of an independent theoretical framework.

Recent frameworks such as those of Kress and van Leeuwen (1996) and Scollon and Scollon (2003) provide ways of approaching the interpretation of bilingual and multilingual texts in terms of text, imagery and text-as-image. This paper puts forward a theoretically eclectic proposal for a framework for

studying the semiotics of mixed-language written texts, treating them as cultural productions of multiliterate (or multilingually literate) communities.

References

- Kress, Gunther R. and T. van Leeuwen (1996) *Reading images : the grammar of visual design*. Routledge.
- Scollon, Ron and Suzie Wong Scollon 2003. *Discourses in Place: Language in the Material World*. London: Routledge

Multilingual and multimodal communication and recontextualisation: trajectories across time and space

Catherine Kell (Centre for Academic Development University of Auckland)
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This paper looks at communicative practices in the context of struggles over housing in South Africa, drawing on ethnographic research studies. It presents a model for theorizing shifts in communicative practices (both code and mode shifting) within spatiotemporal frames, drawing on the concept of recontextualisation. It argues that the radical localism implied in the micro-ethnographic approach, combined with multi-site ethnography, provides new insights into changing communicative practices, within contexts characterised by extreme inequality and unstable economies of signs and symbols.

Constructions of multilingualism and multimodality in institutional sites

Melissa Moyer, Eva Codó, Melinda Dooly, M^a Rosa Garrido, Lola Ruíz,
(Universitat Autònoma de Barcelona)
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The present paper explores the role of multimodality and the way various languages and modes of communication (visual images, oral language, written language as well as the use of space, and time) participate in any given communicative activity in three multilingual sites in the city of Barcelona. Fieldwork involving participant-observation, written documents, interviews and interactional data from a health clinic, a government office, one class of teachers and two classes of future language teachers show how different language mediums are allocated to different tasks.

The authors take up from a critical perspective the ways multilingualism and multimodality are organized by the actors in institutional spaces. Multimodality and multilingual practices are key elements for achieving meaning in communication between institutional representatives and immigrants who do not share a common language. The paper addresses

questions about who defines what modality to use as well as where non-institutional languages can appear and what consequences do these modality and linguistic practices have for migrants. This paper also contributes to understanding the ideologies underlying the construction of modality and multilingualism and the way they produce and reproduce institutional order.

”IJSBREKERS” - Language contact, professional-interactional procedure, and literacy practice in medical consultations in urban Flanders

Stef Slembrouck (Ghent University)
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This paper examines how local, institutional communicative economies adjust to changes in multilingual client populations (immigrants and refugees) in a neighbourhood health clinic in the Flemish city of Ghent. The focus of the paper is on how assumptions about language competencies, multilingual repertoires, translation and interpreting bear on the development of institutional/professional interactional routines through the planning and use of bilingual remedial print materials. Solutions to perceived problems of non-comprehension thus take the form of (and are channelled towards the production of) literacy artefacts that have unintended and unforeseen consequences in their use (functional orientation, distribution, transformative effects on the medical interaction, etc.). In addition, literacy artefacts appear to have an institutional lifespan, in the course of which they also become a major focus of institutional display in the contact with the researchers. Textual production is ideologically productive not just through the meanings expressed in it but also through the very fact that a text is being produced in response to a particular contextual reading of problematic communication and that a text of a particular kind is being designed, distributed and used through an institutional arena and becomes subsequently displayable as a tangible and portable token of responsible and responsive practice. There is a double challenge in this for ethnographic inquiry: how to approach and assess (bilingual) textual artefacts and how to grapple with the complex, many-sided realities that are all too easily obscured by the “official record” of established institutions?

In an esthetic mode: ideological positioning and scriptural practices in a bilingual school

Alexandra Jaffe (California State University, Long Beach)

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Drawing on Certeau's notion of the "scriptural economy" and on concepts of indexicality and stance, this presentation explores the ideological implications of school practices that focus on the esthetics of oral and written practice. These include copying, handwriting, word processing, illustration as well as memorization and oral recitation. The analysis focuses on the way that the materiality of textual production, circulation and manipulation engages students in bodily practices that index ideological formations, such as the sanctity of codes, respect for 'bon usage' etc. Teachers' instruction and modeling of neat handwriting and masterful oral performance structure forms of student apprenticeship that index ideal relationships between students and the languages of the classroom. Inscription and recitation are enacted displays of respect for the form of a language that constitutes both the language and the scribe as legitimate and authoritative. The enactment of these authoritative stances is particularly important to the program of Corsican language elaboration/revitalization, which attempts to redress problems of linguistic authority and cultural ownership. The argument is that it is the very multimodality and corporeality of these practices is a central part of these cultural and political meanings.

Visual and actional capabilities of bi-scriptal children

Charmian Kenner (Goldsmiths College London)

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Different scripts can be seen as different modes, giving rise to a variety of potentials for meaning-making. A study of six-year-olds growing up in London, learning to write in more than one script simultaneously (Kenner, *Becoming Biliterate*, Trentham Books 2004) demonstrates that young children explore these potentials in terms of symbol design, spatial framing and directionality. I shall consider how the children drew on visual and kinaesthetic capabilities gained from script-learning at home and at community language school when showing primary school classmates how to write in Chinese, Arabic or Spanish. Such 'embodied knowledges', though often unrecognised or undervalued, are likely to be an asset in a world that makes increasing use of multilingual and multimodal communication.

Multi-modal ways to bi-literacy

Gabriele Budach (Frankfurt University, Institut für Romanische Sprachen und Literaturen)

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This paper explores some of the ways in which multimodal resources are used to develop bilingual literacy through schooling. It draws on ethnographic data (classroom interaction, children's drawings and written production) gathered in an Italian-German two-way-immersion program in Frankfurt/Germany where both alphabet based written codes are introduced simultaneously. The findings suggest that integrating non-linguistic modes (drawing) and artefacts (images, objects) is a way to bridge gaps between the differing linguistic repertoires of individual children enhancing language awareness and a productive use of linguistic and cultural diversity. Furthermore, the inclusion of visual resources (images related to home and popular literacy practices) in school based literacy activities addresses children's multilingual preschool and home literacies, bi-literacy becoming a source for the building of social identities that are usually marginalized by monolingual schooling.

Friday, June 1, 14.30 –18.00h

Contact contours: Bilingual prosody in Romance languages

The proposed colloquium draws together researchers with interests in the consequences of language contact for the domain of prosody, an area that has gone largely understudied. The colloquium comprises faculty and student researchers presenting original studies on bilingual production and perception in a variety of language pairings, including French-English, French-Arabic, Spanish-Catalan, Spanish-English, Spanish-Italian, and Spanish-Guaraní.

Chair:

Barbara E. Bullock

Individual papers:

Constraints on prosodic transfer

Barbara E. Bullock

The Pennsylvania State University

The syntactic expression of pragmatic distinctions, particularly focus, has been argued to be prone to transfer in the speech of bilinguals of all types as it requires the integration of multiple sources of information. It is also a domain

in which syntax interfaces with prosody and, thus, we might expect convergence in the intonation component as well. The paper examines the intonational patterns of heritage speakers of Frenchchville (PA) French in both focused and neutral contexts.

Buenos Aires Spanish intonation: the contact hypothesis revisited

Laura Colantoni

University of Toronto

Buenos Aires (BA) Spanish differs from most Spanish varieties described to date (e.g., Sosa 1999) in the peak alignment pattern of pre-nuclear accents and in the steepness of the final fall in broad-focus declaratives (Toledo 2000). These differences have been attributed (Colantoni & Gurlekian 2004) to contact with Italian, where early peak alignment and pronounced downstep is found. It is not clear, however, whether the differences reported are the result of (i) our limited knowledge of Spanish intonation (ii) the nature of the data analyzed (laboratory speech) (iii) a simplification pattern that results from contact in general as opposed to contact with a specific language. In order to address these issues, I compare the BA data against several Argentine Spanish varieties, which include contact (Spanish-Guaraní) and non-contact varieties as well as lab vs. spontaneous speech. Results confirm the hypothesis that BA Spanish is different from other Argentine varieties, and that such differences can be attributed to contact with Italian.

Pitch density and the perception of stress: the influence of English in Spanish-English bilinguals

Marta Ortega-Llebaria

University of Texas at Austin

The most prominent word in an utterance is expressed by means of an accent, while lexical stress refers to the most prominent syllable in a word. In stress-accent languages, like Spanish or English, stress serves as the landing site of an accent: accented words display a pitch excursion on the stressed syllable (Beckman 1986). However, these two languages differ in their density of pitch accents. Spanish has a high density of pitch-accents since almost every stressed syllable bears a pitch accent. English, on the other hand, has a much lower pitch-density and therefore deaccented and stressed syllables are more frequent than they are in Spanish. In Spanish, it has been hypothesized that stress is only perceived by the presence of a pitch accent (Hualde 2004). But in English stress is linked to the presence of vowel reduction independently of accent (Campbell & Beckman 1997). Thus, Spanish speakers seem to need the presence of an accent in order to perceive a syllable as stressed while English

speakers do not. Recently, Ortega-Llebaria & Prieto (in press) have shown that in production, the stress contrast in deaccented words is still maintained in Spanish. This presentation investigates whether pitch-density has an effect in the perception of stress by comparing the performance of monolingual Spanish speakers to that of bilingual speakers in the perception of stress in deaccented syllables in Spanish.

Minorcan Spanish vowel reduction

Ana De Prada Pérez, The Pennsylvania State University

Miquel Simonet, The University of Illinois at Urbana-Champaign

This project examines vowel reduction in the Spanish spoken in Minorca. The Eastern Minorcan Catalan inventory of vowels consists of seven phonemes and a schwa which is used in unstressed syllables. In unstressed syllables only three vowels surface; [i], [u] and schwa. Spanish has five vowels and stress does not determine the quality of the vowel. We examine data from 20 participants, 6 Spanish L1 speakers and 14 Minorcan Catalan L1 speakers of different levels of proficiency in Spanish. We explore the relationship between proficiency in Spanish and the appearance of vowel reduction in Spanish.

Acquisition of stress and segment duration by Arabic bilingual children

Ghada Kattab, Newcastle University

This paper reports on early signs of acquisition of segment length and its relation to syllable stress by Lebanese Arabic children who are also exposed to French and/or English over the course of the one-word period. Arabic has phonologically contrastive lengths for both vowels and consonants, and stress can be trochaic or iambic. French in Lebanon exhibits some phonological features of Arabic due to prolonged contact, but these have never been studied in a systematic manner. The present study sheds light on these features with a focus on gemination and stress patterns. Eight Lebanese children aged between 13 and 18 months were recorded in unstructured play sessions with their mothers at the beginning and end of the one-word period (Vihman & Velleman 2000). Target words with short and long vowels and consonants as produced by mothers and children were extracted and acoustically analyzed. Results show that the French input from Lebanese adults exhibits the use of quantitative length for consonants despite the fact that this is not a feature of native French. Lebanese child data will be presented to show how children may be using this input to reinforce the acquisition of gemination in both Arabic and French.

Thursday, May 31, 14.00 – 17.30h

Theoretical and empirical analyses of formal aspects of Code-switching

The colloquium focuses on recent research outcomes of different aspects of code-switching. In particular, grammatical issues are discussed in order to enlighten what is possible in language mixing in specific domains where the languages of bilinguals differ. For example, gender marking in mixed DPs is an interesting topic when the languages under discussion have different gender systems (papers by Müller & Cantone/ McAlister). It is also interesting to analyze which language is responsible for word order in mixed utterances (Chan/ Cantone & MacSwan). Attention will be paid to an analysis of phonological patterns in code-switching, too (Bullock et al./ MacSwan & Colina). We will discuss both theoretical issues and empirical data in view of a better understanding of the interaction of the two languages in bilinguals. Data from bilingual children and adults as well as from L2 speakers are presented.

Convenor & chair:

Katja Francesca Cantone (University of Bremen).

Individual papers:

Mixing in DP's- A Comparison between Bilingual First and Adult Second Language Acquisition

Natascha Müller (Bergische Universität Wuppertal, nmuller@uni-wuppertal.de) & Katja Cantone

We discuss different representations of gender in bilingual first language acquisition compared to adult L2 development. In both types of acquisition, mixing within DP does not change over time, that is, the development of functional categories has no impact on qualitative and quantitative aspects of mixing. While bilingual children mix nouns along with their gender, it is predicted that in mixed DPs produced by adult L2 learners, the determiner will not encode the gender of the switched noun, but the gender of its equivalent, gender being an inherent abstract feature of the noun stored in the lexicon. Gender marking on determiners thus functions as a window to the interaction between the two language-specific lexicons.

Code-switching within DP's in Cantonese-English and The Matrix Language Frame Model

Brian Hok-Shing Chan (University of Macau, bhschan@umac.mo)

There are great differences between Cantonese and English with respect to DP (Determiner Phrase) structure, and hence data of code-switching within DP's between the two languages offer a good testing ground for The Matrix Language Frame Model: That is, it would be more obvious to see which language (Cantonese or English in this case) acts as the matrix language generating the morpho-syntactic frame of the code-switched DP's. This paper examines these data documented in the literature on Cantonese-English code-switching in Hong Kong in the last twenty years. It is found that alongside cases of "classic code-switching" where English nouns or noun phrases are inserted into Cantonese frames, there have been recurrent traits of English morphology and grammar in the data, posing problems to the MLF Model. In particular, a recent pattern shows that the word orders and system morphemes from English and Cantonese may co-exist. The pattern, I argue, is better handled by The Null Theory. I will also examine its implications on the nature of prepositions.

Intonation patterns in Spanish-English code-switchingBarbara E. Bullock, Ana De Prada Perez, Aaron Roggia, and Almeida
Jacqueline Toribio (The Pennsylvania State University, ajt5@email.psu.edu)

While a significant body of research has addressed the morpho-syntactic patterns attested in bilingual code-switching, relatively little effort has been devoted to analyzing and modelling its phonological properties. Pursuing recent studies on the perseverative phonetic effects attested in language alternation, this paper presents experimental data on the prosodic patterns of Spanish-English bilingual speech.

Slovak-English Code-switching: Accounting for Late Sequential Bilingual Data

Kara McAlister (Arizona State University, Kara.McAlister@asu.edu)

This paper examines the syntactic structure of intrasentential Slovak-English codeswitching by late sequential (L2) bilinguals within the Minimalist Program (Chomsky 2000, 2001a, 2001b, 2004, 2006). Although the majority of the codeswitches in the data set involve noun insertion, there is strong morphological evidence that these switches are not borrowings. Given this, the interface of the Slovak and English gender systems will be explored in order

to better understand how the two grammars constrain each other. The paper concludes by exploring the implications of accounting for late sequential codeswitching data within Minimalism and arguing for further research in the extension of MacSwan's (2000) Minimalist approach to codeswitching to data from late sequential (L2) bilinguals.

Adjectives in code-switching

Katja Francesca Cantone & Jeff MacSwan (Arizona State University, macswan@asu.edu)

This talk will be concerned with an analysis of code-switching within the DP domain, specifically, with mixing involving adjectives. Given that languages differ with respect to the position of the adjective (which might be pre- or post-nominal), code-switching within this domain might provide some answers to whether the determiner, the noun or the adjective are responsible for word order in a code-switched DP. In addition to its contribution to the code-switching literature, the analysis will address basic questions in the domain of checking theory raised in the syntactic literature. Data are collected using a survey approach to elicit grammaticality judgments from 10 German-Italian bilinguals.

Interface Conditions on Language Mixing

Jeff MacSwan & Sonia Colina (Arizona State University)

MacSwan (2000) proposed that many observed grammatical constraints on codeswitching relate to interface conditions at PF (phonetic form). The present study examines phonological phenomena regarding the nature of switching at phonological boundaries, and proposes an Optimality Theoretic revision of MacSwan's PF Disjunction Theorem.

Thursday, May 31, 14.00 – 17.30h

Morpho-syntax in successive bilingual children with and without Specific language Impairment – a cross-linguistic perspective

Recent research has revealed similar error patterns in children with SLI and successive bilingual children (Paradis 2005), which causes difficulties in discriminating between non-impaired bilingual children and bilingual children with SLI (Crutchley et al. 1997).

This colloquium takes a cross-linguistic perspective including children with Turkish, Hebrew, German, English and Dutch as L1 or L2 and focuses on the acquisition and processing of morpho-syntax in bilingual children with and without SLI.

Morpho-syntax presents children with SLI with difficulties in every language studied so far, but the nature and extent of the problems depends on the target languages. Typological similarities/differences between these languages are taken to be a benchmark for the interpretation of the symptom patterns in the output of the children. Together, these studies offer preliminary conclusions on how SLI manifests in successive bilingual children.

Organisers:

Jan de Jong (University of Amsterdam)

Theodoros Marinis (University of Reading)

Abstracts for each presentation:

Verb agreement morphology in Turkish-Dutch bilingual children with SLI

Jan de Jong, Antje Orgassa, Nazife Çavuş, Anne Baker, Fred Weerman,
Universiteit van Amsterdam

Verb agreement morphology was studied in two groups of Turkish-Dutch children (6;0-8;0; n=60), with and without SLI, using elicitation tasks for both languages. These data were also compared with similar data elicited from monolingual Dutch children with SLI. In addition, length and start of exposure to L2 were considered. In both L1 and L2 agreement errors were found, but they were more frequent in L2 than in L1. There were also more commission errors in Turkish as is common in inflectionally rich languages. The analysis of the error types and their frequency suggest possible grammatical markers of bilingual SLI for these two languages in this area.

Verbal morphology in Turkish-German bilingual children with SLI

Monika Rothweiler, University of Hamburg, Solveig Kroffke, Research Center on Multilingualism, Ezel Babur, Research Center on Multilingualism

One of the major claims in the study of SLI in bilingual children is that SLI has to manifest itself in both languages. We present data from four Turkish-German successive bilinguals who were monolingual Turkish up to the age of 3. Two of the children develop verbal morphology in German similarly to monolinguals, and verbal morphology in Turkish is normally developed. In

contrast, the development of verbal morphology in German in the other two children is delayed and deviant, i.e. they produce SLI-typical forms. In examining the L1 Turkish of these two children, we found a clear error pattern in their verbal morphology that has not been reported on to date. Furthermore, these results provide evidence for grammatical SLI in Turkish.

Comprehension and production of wh-questions in early L2 learners of German:

Like or unlike SLI?

Petra Schulz, Johann Wolfgang Goethe-Universität Frankfurt, Ramona Wenzel, Universität Mannheim

This study investigated whether early L2 (=eL2) acquisition of wh-questions resembles unimpaired or impaired L1 acquisition. First evidence from early L2 learners' spontaneous speech data indicates that they acquire the German main clause structure like their monolingual peers and unlike SLI-children (e.g., Rothweiler, 2005). The underlying hampered C-domain is argued to also cause the difficulties SLI-children show with wh-questions. Therefore, we examined eL2 learners' mastery of wh-questions. 34 children with eL2 and 23 children with L1 German (age 3-6) participated in a comprehension and a production task. Mastery of wh-question-comprehension was achieved by 6 (eL2) and by 5 (L1). Production patterns showed a similar picture. We conclude that the acquisition pace for wh is unlike in SLI.

Verb inflections as indicators of Bilingual SLI: qualitative vs. quantitative measurements

Sharon Armon Lotem, Bar-Ilan University, Israel

Studying the inflectional system of 18 English-Hebrew bilinguals, ages 4-7, we found that typically developing (TD) bilinguals tend to use root infinitive in up to 20% of the relevant contexts. By contrast, SLI children showed the same kind of errors in 50-60% of the relevant context. In Hebrew, the TD bilinguals used the wrong person inflection in 15.5% of the contexts which triggered verbs inflected for 1st and 2nd person, while SLI children showed the same kind of error in 50-60% of the relevant context. That is, the same kind of error was found in both TD and SLI children, but the quantity was different. This suggests that though tense-marking may not be a qualitative clinical indicator of SLI in bilingual populations, the quantity of errors might be a potential indicator.

The acquisition of overt subjects in English: Evidence from an English-Turkish bilingual child

Belma Haznedar, Boğaziçi University

A number of recent acquisition studies in a variety of non-null subject languages have reported an association between overt subjects and finite forms, on the one hand, and between null subjects and non-finite root forms, on the other (Hyams, 1996 for English; Haegeman, 1995 for Dutch). It has been argued that the consistent realization of overt subjects is caused by the emergence of finite verbal morphology. To this end, the underlying assumption is that some sort of underspecification of functional features is the cause of both the absence of obligatory overt subjects and of non-finite verb forms in root contexts. This study examines data from an English-Turkish bilingual child, Ali-John, with a focus on the proposed relationship between the production of finite forms and the presence of overt subjects in bilingual English. Results suggest that there is a significant proportion of overt subjects in the child's English utterances appearing both with finite and non-finite verb forms. At a time production of subjects stabilizes in many obligatory contexts, no morphological correlates of finiteness have been acquired, showing how the use of subjects can be dissociated from the activation of verbal morphology. In his Turkish around the same time, on the other hand, we observe a number of inflected forms marking person agreement. In our discussion we compare the emergence of agreement morphology in Turkish with the emergence of overt subjects in English.

Performance of successive bilingual children in off-line standardised assessments vs. on-line processing tasks

Theodoros Marinis, University of Reading

This paper investigates how non-impaired successive bilingual children perform in standardised assessments compared to an on-line task on the comprehension of passives. 25 6-to-8 year-old Turkish-English children and 23 age-matched controls were assessed on receptive grammar and vocabulary, and participated in a self-paced listening and picture verification task. On the two standardised assessments bilingual children scored 2 standard deviations below the mean, and they could be classified as children with SLI. The on-line task revealed that bilingual children have longer reaction times than controls, but both groups were able to process inflectional morphology and assign thematic roles. This shows that on-line tasks can provide a more accurate window into the children's grammatical abilities.

Friday, June 1, 14.30 –18.00h

L1 loss, L2 acquisition and L1 regaining in international adoptees

The language shift that children who have been adopted internationally undergo provides unique data of theoretical importance with respect to issues in bilingual language development, second language acquisition, first language attrition and regaining. Research on the language development of adoptees was initiated only recently and is still limited. However, over the last decade three different research foci can be discerned: studies of (1) initial and intermediate stages of L2 development of adoptees in comparison to that of milestones for native learners of the same languages -- results here generally point to delayed development compared to non-adopted controls; (2) the ultimate L2 attainment of adoptees -- results here are scarce and ambiguous; some point to native-like ultimate attainment, while others identify differences in comparison to non-adopted controls; (3) L1 of adoptees and, more specifically, whether there are vestiges of the L1 that facilitate later re-acquisition. In the latter case, some studies report no such effects even when adoption has occurred at an advanced age; other studies find evidence of such facilitation. This colloquium addresses issues in all three domains of inquiry. There will be a discussion period during which conflicting results from some of the contributions as well as additional issues will be examined by members of the symposium and the audience.

Organisers and chairs:

Fred Genesee, Psychology Department, McGill University, Montreal,
Kenneth Hyltenstam, Centre for Research on Bilingualism, Stockholm
University

Abstracts for the individual talks:

A comparative study of language outcomes in cross-language adopted children from China

Karine Gauthier & Fred Genesee, Psychology Department, McGill University,
Montreal
gauthierkarine@hotmail.com / genesee@psych.mcgill.ca

This longitudinal study compared the expressive and receptive language skills (lexical and grammatical) of Chinese-born children adopted into Canadian French-speaking families to those of non-adopted monolingual French-speaking children of the same age and socio-economic status. The cross-language adopted children were adopted between 7 and 24 months (mean= 13.5). Standardized language tests were administered at 50 and 66 months of age and their socio-emotional adjustment and cognitive abilities were also

assessed. Spontaneous language productions were analyzed at 49 months, with a focus on complement clitics and verb diversity. In many respects, the adopted children's language skills significantly lagged behind those of non-adopted controls especially in areas that are particularly difficult for children learning French as a second language and for children with SLI.

Language development in international adoption: Timing and underlying cognitive processes

Inge-Marie Eigsti, Department of Psychology, University of Connecticut
Jesse Snedeker and Joy Geren, Department of Psychology, Harvard University
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International adoption (IA) has been described as a natural experiment in which children learn the language of the new environment with a specified delay. As a result, IA offers a chance to dissociate the timing of particular cognitive developmental processes from specific milestones in language acquisition. As well, because IA children may be impaired in executive functioning (EF) because of exposure to stress prior to adoption, their development allows us to examine the relationship between EF and subtle aspects of language acquisition. Using data from 25 IA children (5-12 years), we report findings on the relationship between the production of sentential complement structures and false belief capacity, which some describe as unidirectionally linked. We also describe correlations between EF and narrative skills.

The ultimate L2 attainment of international adoptees – a case study

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Recent research on ultimate L2 attainment has shown that not only most late L2 learners, but also a considerable proportion of learners who start their L2 acquisition in childhood reach an ultimate L2 attainment that is not within the range of native speakers. This is seen even in L2 users who are perceived as nativelike in everyday oral interaction when scrutinized in linguistic detail. The question has been raised whether the difference between such near-native L2 speakers and native speakers of a language can be explained by the continued use of L1 in the former group, that is, with reference to their bilingualism. This presentation presents Swedish language data from four international adoptees in Sweden with a Spanish speaking Latin American background, whose contact with their L1 had been interrupted at adoption.

Their ages of adoption were 1, 2, 4 and 9 years, and their ages at the time of testing were 29, 28, 33 and 30 years respectively. 10 different measures covering aspects of phonology, grammar and idiomaticity as well as native speaker judgments were included. The data from the four adoptees were matched against data from 31 immigrant second language users with a similar background (L1 Spanish, pre-puberty age of onset, high level of education) who we had analysed in an earlier study. Results showed that the data from the adoptees were not distinguishable from those of the immigrants. As limited as these results are, emanating from only four individual cases, they seem to challenge the hypothesis that the continued use of another language prevents fully nativelylike L2 attainment.

Linguistic plasticity in adopted subjects

Christophe Pallier, Cognitive Neuroimaging Unit, INSERM U562, Orsay, France

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In a previous study, we examined participants of Korean origin who had been adopted by French families while children and had stopped using their native language for 15 to 20 years. In behavioral tests, they were unable to recognize Korean sentences among samples from several languages, and they could not identify common Korean words. Moreover, when listening to Korean, French, Japanese or Polish sentences, they had similar brain activation patterns as native French speakers. We will present data from follow-up experiments designed to assess their linguistics skills in Korean and French. First, we review results of Korean adoptees tested on discrimination and identification tasks involving Korean consonants. Second, we report results of their knowledge of French phonotactics and grammatical gender. Results indicate that their performance differed markedly from that of native Korean speakers but was similar to that of native French speakers.

Have Korean adoptees completely lost their first language Korean?

Hyeon-Sook Park, Dept. of Scandinavian Languages, Hankuk University of Foreign Studies, Seoul, Korea

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This presentation reports results from extensive research on language reactivation among Korean adoptees in Sweden. The main purpose was to examine whether adoptees' pre-existing knowledge of the first language has an impact on their relearning the language as adults. Twenty-one Korean adoptees and 11 native Swedish learners of Korean, all of whom had studied

Korean for at least one year at Stockholm University, took part in the study. The presentation focuses on the perception test where informants listened to and differentiated between minimal pairs with word-initial Korean obstruents that are difficult for Swedish learners of Korean. Results show, among other things, that some Korean adoptees performed almost as well as native Koreans in perceiving Korean obstruents, whereas no Swedes did.

Saturday, June 2, 14.30 – 16.30h

Language Acquisition, Language Variation and Copula Choice in Bilingual Spanish

In this colloquium we discuss the acquisition of the two copular verbs (i.e., *Ser* and *Estar* ‘To be’) in Spanish from different theoretical perspectives and in different contexts of bilingualism. The papers include state-of-the-art research conducted within the frameworks of Generative Theory (Bruhn de Garavito and Valenzuela), bilingual language development (Silva-Corvalán), and variationist theory (Guijarro-Fuentes & Geeslin; Woolsey). They reflect a range of methodologies (e.g., Grammaticality Judgment task (Bruhn de Garavito & Valenzuela); Contextual Preference task (Guijarro-Fuentes & Geeslin); longitudinal data (Silva-Corvalán), picture-description task (Woolsey)). Such inquiry addresses many of the issues in contemporary research in the field, from questions of access to Universal Grammar to how variable structures are acquired by second language learners or maintained by adults and child bilinguals. The participants include several levels of classroom learners (from beginners to advanced) as well as early and late bilingual speakers, with a range of first language backgrounds (e.g., English and Chinese), as well as child learners of Spanish and English, and speakers who are native-speakers of Spanish and another language (e.g., adult Catalan-Spanish, Galician-Spanish, and Basque-Spanish bilinguals). (1821 characters)

Chairs:

Pedro Guijarro-Fuentes & Kimberly Geeslin

Individual papers:

***Ser* and *estar* in second language acquisition: a matter of aspect**

Joyce Bruhn de Garavito and Elena Valenzuela

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The difference between adjectival and verbal passives (1) has been explored since the 1970s (Wasow 1977; Levin and Rappaport 1986; among others).

Verbal passives denote an event, adjectival passives a state. In Spanish, verbal passives take the copula *ser* and adjectival passives *estar*.

- (1) a. La cena fue hecha por Carmen. (verbal passive)
‘The dinner was (*ser*, simple past) made by Carmen’
b. La cena estaba hecha (*por Carmen). (adjectival passive)
‘The dinner was (*estar*, imperfect) made.’

Schmitt (1992), Lema (1992) and Luján (1981) have suggested that the difference between the two copular verbs in Spanish is aspectual. According to Schmitt, *ser* is unmarked for aspect and derives its aspectual interpretation from the type of predicate. *Estar* represents the result state of an accomplishment verb. It is not surprising, therefore, that the two types of passives are realized with the two copulas.

Only recently has the distinction between the two copulas been studied systematically (Geeslin 2001; 2002a; Geeslin 2002b). The acquisition of the two passives constitutes an interesting problem for learnability in relation to second languages. In the first place, the two types of passive exist in most languages, including English. This should give the learners an advantage when acquiring the passives in Spanish. However, in Spanish the distinction is encoded in two different verbs which are notoriously difficult to master, in particular because many adjectives and participles often appear with either one. As has been noted since the 60s (Stockwell, Bowen and Martin 1965); Schwartz and Sprouse 1997) a distinction that exists in one language but not in another is very difficult to acquire.

We conducted an experiment on the two types of passives in Spanish L2 by English L1 speakers. The experimental group consisted of advanced (n=20). These speakers completed 3 tasks: a grammaticality judgement task, a truth-value preference task and a translation task.

Results showed learners had a problem with the different participles, although they had acquired the copula distinction with adjectives. This will be discussed.

Variation in Contemporary Spanish: The Role of Bilingualism and Language Contact in the Changing Status of *estar*

Pedro Guijarro-Fuentes, Plymouth University,

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Kimberly Geeslin, Indiana University

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The two copular verbs, *ser* and *estar* ‘to be’, have been the object of extensive debate in theoretical linguistics (Clements, 1988; Fernández Leborans, 1999; Geeslin, 2005). Sociolinguistic research on this phenomenon has demonstrated such variation for Spanish in the US (Geeslin, 2003; Silva-Corvalán, 1994),

Mexico (Cortes-Torres, 2004; Gutiérrez, 1992) and Venezuela (de Jonge, 1993; Díaz-Campos & Geeslin, 2004). It is only recently, however, that research has begun to explore the effects of bilingualism between Spanish and other languages that also possess a copula contrast (Guijarro-Fuentes & Geeslin, 2006). However, there are many questions that remain unanswered regarding the influence of contact with languages other than English.

The current study seeks to explore previous findings in order to better understand the role of bilingualism and language contact in copula choice. Specifically, we examine four regions on the Iberian Peninsula where Spanish is in contact with a regional language (Catalan, Galician, Valencian and Basque), and where the residents of this region share knowledge of both languages. Our approach to this issue is different from previous work because we do not assess copula choice as ‘innovative’ or ‘not innovative’, i.e., we compare the frequency with which each copula is used by different groups of speakers and identify those linguistic and social factors that predict the selection of the copulas using a multi-variate analysis in which each of these factors is taken into account. Thus, we will be able to determine whether or not the influence of contact with English is a result of lack of similarity in the copula system between the language pairs and whether or not the copula system or typological similarity are most relevant in predicting a higher frequency of use of *estar*.

Our data were elicited using a background questionnaire and a contextualized preference task requiring participants to select the appropriate copula according to the discourse context provided. Our statistical analysis shows that both individual characteristics (e.g., bilingualism with a regional language) and linguistic characteristics (e.g., predicate type) influence copula choice, leading to important similarities as well as clear distinctions in this phenomenon from one contact situation to another. (1989 characters)

From theory to research: Contextual predictors of ‘*estar* + adjective’ and the study of the SLA of Spanish copula choice

Daniel Woolsey

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The use of *estar* with adjectives to highlight specific contextual meanings has emerged as a challenge to the study of the SLA of Spanish copula choice (Geeslin, 2005; Woolsey, 2006a, 2006b). This challenge is due in part to the recognition that the majority of adjectives may be used appropriately with both *ser* and *estar* (Vañó-Cerdá, 1982; Fernández-Leborans, 1999), and in part to the centrality of speaker intent in Spanish copula choice (Falk, 1979a; Clements, 1988). More precisely, when studying L2 learners of Spanish, it is

difficult to ascertain with confidence that the contextual meaning highlighted by the copula corresponds with the meaning intended by the learner. For example, *el chico es alto* and *el chico está alto* ('the boy is tall') are both appropriate uses of *ser* and *estar*, and they encode different meanings. These meanings, however, may or may not be intended by the learner.

The current study addresses the challenge of investigating the SLA of *estar* with adjectives when highlighting two specific contextual meanings: comparisons within an individual frame of reference (Falk, 1979a, 1979b; Silva-Corvalán, 1986, 1994; Clements, 1988) and speaker reactions as a result of immediate experience with the referent (Andrade, 1919; Parker, 1927; Aid, 1976; Guitart, 2002). *Estar* is examined within these contexts using a picture-description task and a contextualized preference task specifically designed to create clear and unambiguous contexts of comparison and reaction. One hundred and eleven English-speaking Spanish students at four different levels of proficiency participated in the research. Findings from the study are examined in relation to recent predictive models (Geeslin, 2000, 2003, 2005) as well as future directions for the study of the SLA of Spanish copula choice.

**The acquisition of *ser*, *estar* (and *be*) by a Spanish-English bilingual child:
The early stages.**

Carmen Silva-Corvalán, University of Southern California,
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The study of copula acquisition by a Spanish-English bilingual child is of great interest because the child needs to acquire semantic and syntactic contrasts in Spanish that are not explicitly marked in English. This difference raises questions about the timing of acquisition of the Spanish copulas *ser* and *estar*, both translated as "be", under pressure from a stronger language, English, in addition to the language internal questions that have to do with the acquisition of the semantics and syntax of these verbs.

This presentation provides an account of the early acquisition of *ser* and *estar* in the language production of a Spanish-English developing bilingual between the ages of 1;6 and 3;0; it examines the possibility of influence from English on the development of *ser* and *estar*, and it considers the distributional frequencies of copular constructions in the speech of the child and in the language input he receives from adults. The results show that copular constructions develop autonomously in the language systems of Spanish and English. There is evidence, however, of a slight delay in the acquisition of *estar*, interpreted to reflect a type of influence from English, the dominant language. The distributional analysis reveals striking parallels between the

child's and the adults' use of *ser*, *estar*, and *be*, thus supporting a process of acquisition guided by the nature of the interactions that the child enters into with the adults who surround him.

Thursday, May 31, 14.00 – 17.30h

From Bilingualism to Multilingualism in Educational Settings

Language teachers increasingly find themselves preparing to face the realities of the multilingual rather than the monolingual classroom. The multilingual classroom, however, presents opportunities for effective language learning that frequently are not met because its complexities are not always understood and its potential not exploited. There is a lingering tendency in our classrooms to approach the teaching and learning of languages as if monolingualism were the norm, i.e. education partners including teachers tend to overlook the fact that bilingual or multilingual learners of any target language are not the same as monolingual learners. Confronted with the daily contingencies and challenges of administration, assessment and curriculum, educators may lose sight of what Creese & Martin (2003:6) refer to as "...a range of complex inter-relating issues around the promotion of multilingualism in educational settings."

How languages are positioned within the home and school, including teachers' policies and ideologies of additive or subtractive bilingualism have a considerable bearing on multilingual learners' educational and linguistic development. The imbalance in power relations, the utilisation of resources and linguistic models and standards as well as the positioning of 'authoritative' texts and the overt or covert reluctance to draw on community funds of knowledge all play a part in undervaluing the valuable ecologies of the multilingual classroom.

The papers drawn from a variety of contexts in four continents represent different aspects of institutionalised overt or covert neglect in the multilingual classroom. The studies conducted from different theoretical perspectives addressing various language constellations and in different cultural contexts nonetheless pose valuable questions for discussion in adopting the multilingual classroom as the norm, e.g., notions of diversity and changing identities in migrant contexts, the potential of multilingual classroom ecology in language education, traditional socio-cultural barriers to implementation of the multilingual curriculum, positioning of teachers' policies, pedagogical exploitation of meta-linguistic awareness, defining power relations in the case of a minority language in the language constellation.

References

Creese, A., Martin, P. (2003) *Multilingual Classroom Ecologies*. Clevedon: Multilingual Matters.

Organizers:

Christine Helot, Université Marc Bloch

Muiris O' Laoire, The Institute of Technology, Tralee

Individual papers:

There is too much in Australia

Michael Clyne, University of Melbourne Australia mgclyne@unimelb.edu.au

Although Australia is a multilingual country, with over 200 languages spoken in the homes of its residents, it is dominated by a monolingual mindset. This is reflected in an obsession with monolingual English literacy. Any breakthrough has been to support bilingualism rather than trilingualism. I will be focusing on the state of Victoria, where students are expected to take a language other than English (LOTE) at school for at least 11 years (though this is not enforced). Victoria has Australia's strongest languages-in-education policy as well as the best retention rate to Year 12 (still only 20.2%). It is one of the states with a government school of languages, an official complementary institution within the school system offering programs in 44 languages after school hours. While secondary schools generally offer a choice of languages, most government schools allow students to take only one. The main way of supporting trilingualism is by taking one LOTE at school and the home languages through a school of languages or a part-time ethnic community school. Paradoxically, primary schools in some very multilingual areas do not offer a language or only French or Italian as a 'neutral' language to avoid conflict between language groups.

Some secondary schools prevent recently arrived students from taking a third language. This is because they think students should concentrate on ESL and their first language (which typically is not taught at the school). Some schools offer comparative culture classes or, for some students, remedial English literacy classes instead. And yet local research based on qualitative data from learners has pointed to the advantages of bilinguals learning a third language at school over monolinguals learning the same language. Their metalinguistic awareness enables them to compare features of languages. Their learning of a third language stimulates an interest in languages in general and encourages the use of the home language.

This situation contrasts with the current discussion in Europe on English programs as training in multilingualism and the need for teachers with several languages. It also contrasts with initiatives such as Euro-Com in which

students are being taught several languages of the same family based on more extensive study of one language.

Ideological orientations to multilingualism in education: an interactional approach.

Angela Creese, University of Birmingham (a.creese@bham.ac.uk)

This paper investigates classroom interactions in two different multilingual educational settings and explores, through interactional and ethnographic analysis, the different ideological orientations towards bilingualism practised by participants. The two settings, a London secondary school and a Leicester Gujarati complementary school, create a different ecological mix of languages, linguistic varieties and discourses. However, a shared feature of these two settings is a language learning agenda; English as an additional language (EAL) in the first setting and Gujarati as a community and heritage language in the second. The data explores how this language learning agenda sits alongside bilingualism as an identity marker in the two settings. The data explores how institutions assume and sometimes impose particular identities on young people around language and culture and how teachers and young people come to negotiate these. Alongside this discussion runs a consideration of national debates on teaching and learning and multiculturalism.

**From Communicative Competence to Plurilingual Competence
New approaches to language education in France**

Christine Hélot, Université Marc Bloch, chelot@noos.fr

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While the latest language curricula in France, both for the primary (2002) and secondary levels (2005-2006) now define their objectives in terms of the different levels of the Common European framework for Languages and recommend the use of the European Portfolio for Languages, classroom practices remain on the whole very monolingual and the rich linguistic repertoire of many pupils hidden or at best ignored. Despite the wide choice of languages offered in theory, pupils are constrained into choosing mainly dominant languages and the languages of immigrant minorities are left on the margins. Furthermore, while bilingualism developed in schools is being strongly promoted, bilingualism developed in the home context remains neglected.

In this paper I shall argue that the linguistic repertoire of all pupils should be valued first and foremost before any foreign language learning takes place and suggest that the notion of plurilingual competence could help to move from a

reflexion centered on bilingualism to a reflexion centered on multilingualism. I will give an example of how pupils in a primary classroom can be made aware of the social function of language and languages and of what it means to be bi-multilingual. The analysis is based on a case study of one class in a primary school in Alsace, where a student teacher decided to invite three bilingual parents to talk about their life as a child in their native country. It will be argued that such an approach sows the seeds for multilingual education because the languages encountered are related to real people who speak them, all languages are welcome irrespective of their status, and the pupils are able to reflect on their competence in one, two or three languages.

Exploring the potential of the multilingual classroom: a study of metalinguistic awareness among primary school students in Ireland.

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This qualitative-type study was conducted among ten primary school teachers who when finding themselves facing the realities of the multilingual rather than the monolingual classroom needed to change from a monolingual to a multilingual mindset.

Multilingualism in educational contexts in Colombia: A complex reality

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María Emilia Montes Rodríguez, Universidad Nacional de Colombia, Bogotá, Colombia.

According to Hamel (2006), it is possible to distinguish two different spaces with their respective educational systems, which, in different ways, aim at bilingualism or multilingualism in Latin America: areas where Amerindian languages are spoken and areas where prestigious foreign languages are used. This is the case in Colombia where bilingual programmes in international languages coexist with Ethno-education provision which caters for members of the sixty-six different Indian language groups as well as the Creole language communities.

This paper will focus on some of the issues involved in the development of such programmes, bearing in mind the complexity of the linguistic, cultural and political realities of the communities involved. Questions of linguistic inequality resulting from historical discrimination, cultures which are not easily integrated or harmoniously compatible, debates over the implementation of transitional, maintenance or enrichment bilingual models

coexist with government initiatives to privilege the learning of English in all state schools from primary level, as part of a strategy referred to as "The National Bilingual Programme". We will argue that it is important that these two systems and the actors involved enter into contact with each other to constitute an integrated field of teaching, learning and research, valid for a multicultural and plurilingual nation such as Colombia.

Hamel, R.E. 2006 *Lenguas indígenas, lenguas inmigrantes, lenguas extranjeras - hacia una política integral de las lenguas y de sus espacios*. Paper presented in the *Second International Symposium on Bilingualism and Bilingual Education in Latin America*, Universidad de los Andes, Bogotá, October, 5-7, 2006.

Language ecology in the South Pacific – bilingualism or more?

Sabine Ehrhart Université du Luxembourg sabine.ehrhart@uni.lu

Of the 28 autochthonous languages, in New Caledonia 27 are classified as Melanesian and these languages demonstrate very strong internal differences between each other. The 28th language, Faga Uvea, spoken in parts of the Loyalty Island Ouvéa, is of Polynesian origin. During my research there, I became aware of the importance of a multilingual approach for languages at school, especially from the point of view of language ecology.

Knowing Arabic is very important -I just do not like learning it

Zvi Bekerman, Hebrew University Jerusalem mszviman@mscc.huji.ac.il

The present study examines the extent to which socio-historical and political contexts, in conflict ridden areas, influence language attitudes and the implementation of bilingual educational initiatives geared towards encouraging socio-cultural tolerance and the recognition of each of the participating groups while enabling students to become bilingual.

Thursday, May 31, 14.00 – 17.30h

Codeswitching and convergence: Explanations from underlying principles

This colloquium presents analyses of diverse language pairs that offer explanations of outcomes in language contact within a unified theoretical approach. Myers-Scotton and Jake introduce the theoretical frameworks employed: the Matrix Language Model, the 4-M Model of morpheme

classification, and the Abstract Level model of lexical structure. Presenters discuss the abstract basis of grammatical convergence as some subcategorization features are lost and others emerge.

Organizers/Presenters:

Dr. Janice Jake
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Prof. Carol Myers-Scotton
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Individual papers:

Mixed possessive construction in Ewe-English composite codeswitching

Dr. Evershed Kwasi Amuzu
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Amuzu shows how an Ewe distinction between two possessive constructions is neutralized when the bilingual constituent includes an English nominal element. Ewe frames the constituent, but English limits the choice to one morphological realization pattern, thereby neutralizing a semantic distinction made in monolingual Ewe.

Embedded Language building procedures in a Matrix Language frame

Prof. Dr. Elin Fredsted
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Fredsted shows that Danish and German change places in supplying the predicate-argument structure and the morphological realization patterns; e.g., a German verb occurs with Danish predicate argument structure realized in German: 'ich fehle nur' instead of 'mir fehlt nur' ('I lack only').

Noun morphology convergence in Russian-Hebrew contact

Dr. Shulamit Kopeliovich
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Kopeliovich compares treatment of Hebrew nouns in Russian by immigrant adults and children. Adults assign Hebrew nouns to Russian genders, maintaining the case system because one multimorphemic suffix encodes both gender and case. Children insert Hebrew nouns as bare forms or in Hebrew phrases, leveling the expression of case system. For example, in 'v kak-oy klass?' instead of 'v kak-om klass-e?' nominative case occurs, instead of the expected prepositional case after 'v'.

Xhosa-English codeswitching and grammatical convergence

Dr. Silvester Ron Simango

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Simango studies reorganization of subcategorization features in isi-Xhosa-English codeswitching. For example, an English verb such as 'manage' take a finite clause complement introduced by 'that' instead of an infinitive, e.g., 'I managed that...' instead of 'I managed to ...'

Moroccan Arabic-French codeswitching: What happens when the ML loses?

Dr. Karima Ziamari

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Ziamari illustrates counterexamples to the MLF model; some MA outsider system morphemes double French outsider system morpheme when French is the ML. In 'si on les nziyyru-hum' ('if we oppress them') outsiders come from both languages.

Friday, June 1, 14.30 –18.00h

Colloquium on Bilingualism and Linguistic Relativity

In recent years, there has been a renewed interest in exploring the relationship between language and thought, with many studies providing evidence for Whorf's (1956) linguistic relativity principle, following the groundbreaking work of Lucy (1992) and Slobin (1996). The number of researchers focusing on the implications of linguistic relativity (LR) for bilinguals or L2 learners remains however rather limited (Pavlenko 2002; Jarvis & Odlin 2000; Daller and Treffers-Daller in prep.), although it is quite possible that bilinguals are the only ones to directly experience the effects of LR (Pavlenko 2005).

In this colloquium we aim to further the study of the cross-linguistic and cross-cultural differences on thought processes in bilinguals and L2-learners, by bringing together scholars working on LR in a range of domains, such as colour, number and numeric systems, space, motion and time. We welcome experimental approaches as well as studies which follow a “thinking for speaking” approach (Slobin 2003) and are based on the analysis of discourse. The questions we aim to answer include:

- What are the implications of LR for models of speech processing (Levelt 1989)?
- What specific contributions can research into LR in bilinguals or L2 learners make to our understanding of the relationship between language and thought?
- What evidence can be obtained from the ways in which bilinguals and L2 learners use colour terms, or express time, space and motion for the conceptualisation of these domains?
- What methods can be used to further our understanding of this area of research?
- What types of transfer may serve as evidence for LR effects

Convenors:

Scott Jarvis (Ohio),

Helmut Daller (UWE Bristol)

Jeanine Treffers-Daller (UWE Bristol)

Individual papers:

On the relationship between conceptual transfer, thinking for speaking, and linguistic relativity

Emanuel Bylund (Stockholm University) and Scott Jarvis (Ohio University)

Conceptual transfer—or the hypothesis that certain instances of cross-linguistic influence in a person’s use of one language originate from the conceptual knowledge and patterns of thought he or she has acquired as a speaker of another language—is the focus of increasing interest in the fields of bilingualism and second language research. Much of the existing research on conceptual transfer emphasizes its relationship to *thinking for speaking* and the *linguistic relativity* hypothesis. This paper, however, clarifies that whereas all three hypotheses converge in their assumption that speakers of different languages have differing ways of conceptualizing experience, the three hypotheses diverge considerably in their assumptions about what necessarily causes these differences and about the cognitive processes through which these differences in conceptualization emerge.

After clarifying the distinction between these hypotheses, the paper details the specific predictions that the conceptual transfer hypothesis makes, and tests these predictions with data from 32 L1 Spanish – L2 Swedish bilinguals (all native-like speakers of Swedish) whose age of arrival (AA) in Sweden ranges from 1 to 19 years. The bilinguals were asked to provide oral L1 Spanish descriptions of video clips projecting motion events with different degrees of endpoint orientation (see von Stutterheim, 2002). Compared with baseline data from monolingual Spanish speakers, our results show, firstly, that the bilinguals focus on the endpoints of the motion events to a higher degree than the Spanish control group does. Secondly, our results show that there is a negative correlation between AA in Sweden and endpoint frequency in L1 Spanish. We discuss the differential implications of these findings for the conceptual transfer, thinking for speaking, and linguistic relativity hypotheses, and conclude that our results provide compelling evidence that the endpoint frequencies observed may be governed by a maturational susceptibility to conceptual transfer.

**Convergence of language specific structures in narratives by bilinguals:
the description of motion events in two languages**

Helmut Daller (UWE Bristol), Jeanine Treffers-Daller (UWE Bristol) and
Reyhan Furman (Koç, Istanbul)

The present paper brings together approaches that are based on research in Second Language Acquisition (Özçalışkan and Slobin 2003, Slobin 2003), recently discussed measures of lexical richness (see Daller, Milton and Treffers-Daller, in press) and psychometric approaches (The C-test principle, see Grotjahn 2006). The combination of these approaches will allow us to shed more light on the relation between *representation* and *processing* as important aspects of multilingualism/ second language acquisition (Hulstijn 2006).

The subjects in the present study are Turkish German bilinguals (n = 96) and two groups of monolinguals (German: n = 30 and Turkish: n = 40). The data analysis is based on picture descriptions in both languages and C-tests. We make use of Slobin's framework (2003, 2004) which makes a distinction between verb-framed (V-languages) such as Turkish and satellite-framed languages (S-languages) such as German or English. S-languages tend towards expressing path in great detail and greater specification of manner. V-languages use fewer manner verbs, especially when a change of state has to be described. This framework can be used to make predictions about the description of path and the use of manner verbs in Turkish and German.

In line with expectations monolingual Germans use more manner verbs and more elaborate path descriptions than monolingual Turks in their picture

descriptions. The bilinguals tend to conflate both structures and use “German” patterns in their Turkish narratives and Turkish patterns in German narratives. Language proficiency as measured with the C-tests and measures of lexical richness does not seem to play a role in this behaviour. However, the intensity of contact with a specific language environment seems to be the best predictor for narrative preferences. The language *processing* patterns in the narratives of bilinguals can therefore best be described as a contact-induced phenomenon.

Paper glasses and suspended jumps:

Learning to think for speaking in a second language

Aneta Pavlenko (Temple University) and Viktoria Driagina (Pennsylvania State University)

Recently, several scholars have examined ways in which bilingual speakers categorize objects, events, and phenomena, and ‘think for speaking’ in their respective languages (Athanasopoulos, 2006; Boroditsky et al., 2003; Cook et al., 2006; Malt & Sloman, 2003; Pavlenko, 2005). The purpose of the present paper is to expand this inquiry to the domain of foreign language learning and to consider what it means to ‘think for speaking’ (Slobin, 1996) in a foreign language one is learning in a classroom context.

The paper analyzes data from a large-scale corpus study in which advanced American L2 learners of Russian (n=30) and native speakers of Russian (n=28) and English (n=30) were asked to categorize common household containers (cups/glasses) and to tell narratives elicited by visual stimuli which involved various types of motion (walking, driving, jumping, swimming). The first step of the analysis compared the performance of Russian and English speakers and identified systematic differences in their performance (e.g., paper containers without handles were categorized as ‘cups’ by speakers of English and as *stakany* (=glasses) by speakers of Russian). The second step examined how foreign language learners performed in areas where their L1 and L2 systematically differed. This analysis identified instances of both linguistic and conceptual transfer from L1 to L2, as well as instances of appropriation of new ways of ‘thinking for speaking’.

The discussion of the results will outline implications of the findings for models of the bilingual mental lexicon, for foreign language teaching, and for future investigations of ‘thinking for speaking in a second language’.

“Somewhere Under Rome”: Cross-Linguistic Transfer as a Window into Mental Representation

Viorica Marian and Margarita Kaushanskaya (Northwestern University)

When a Russian-English bilingual speaks of living ‘under Rome,’ the detected cross-linguistic transfer is a result of Russian spatial terminology, where small towns are conceived of as subordinate to large cities and referred to as located *under* them (regardless of actual geographic position). Such transfers arise as a result of cross-linguistic differences in mental representation, and analyses of bilingual transfer can provide insights into cognitive architecture and the influence of language on cognition.

The present study focused on spontaneous instances of cross-linguistic transfer in bilingual speech. Results revealed that bilingual transfer was bi-directional and that bilinguals produced more semantic transfers when speaking L2 and more syntactic transfers when speaking L1. This suggests that semantic and syntactic structures may be differentially vulnerable to LR. Moreover, because bilinguals’ conceptual representations are influenced by syntactic class and concreteness (with nouns and concrete words sharing more semantic features across languages than verbs and abstract words), the present research also examined transfer across different syntactic classes and levels of concreteness. More transfers were observed for verbs than for nouns, suggesting that representations of actions and relations were more susceptible to cross-linguistic influences. Surprisingly, concrete nouns were transferred more than abstract nouns and action verbs were transferred more than state verbs. Classic LR would predict more transfer for abstract than concrete entities. Therefore, the finding that more transfers occur for concrete than for abstract entities may be a sign that concreteness effects play out at the level of lexical access and are not due to LR. Conversely, the finding that more transfers occur for verbs than for nouns may indicate that syntactic class effects play out at the level of mental representation and are due to LR. (Although mental representation and lexical access are both subject to syntactic class and concreteness effects, they are influenced by them to different degrees.)

We propose that while bilingual transfer may provide insights into LR, it does so only when cross-linguistic interaction takes place at the level of semantic representation and not during lexical access. Future work will need to disambiguate the two, so that any transfers that are due primarily to lexical-access effects (such as word frequency effects) can not be attributed to LR, while transfers that are due primarily to mental representation effects (such as polysemy effects) can be attributed to LR. We conclude that mental representations are malleable over time, that acquisition of another language may alter the shape of the semantic network, and that bilingual transfer at the level of mental representations can be construed as indicative of LR.

What gestures reveal about the linguistic conceptualisation of placement events in advanced L2 production

Marianne Gullberg (Max Planck Institute for Psycholinguistics, Nijmegen)

This study examines the effects of cross-linguistic differences in linguistic conceptualisation of placement events in second language (L2) production. It provides a new type of evidence looking at speech and co-speech gestures in combination. The study investigates (1) to what extent the semantic properties of habitually used verbs guide attention to certain types of spatial information, forming language-specific event representations; and (2) to what extent advanced L2 speakers adjust their representations and conceptualisations as they speak the L2.

Caused motion or placement events (e.g. 'put the cup on the table') are firmly grounded in sensory-motor experience. They are popular candidates for universal, language-neutral event construal with 'put' as a general linguistic concept. Yet, placement events are lexicalised differently cross-linguistically. Dutch uses a set of obligatory positional verbs (*zetten*, *leggen*, 'set', 'lay'), the choice of which hinges on properties of the located object and its final orientation with respect to the ground. French and English instead typically use a general placement verb (e.g. *mettre*, 'put', *put*).

A first study examines whether different verb semantics influence the native linguistic conceptualisations of placement events and concomitant gestures. The results from an event description task show that the iconic gestures of native speakers of Dutch (N=12), English (N=12) and French (N=12) display a robust cross-linguistic difference in what spatial information is attended to as part of the placement event. Dutch gestures typically incorporate objects in handshapes, reflecting a focus on figure objects necessary for the choice of the right verb. English and French gestures display mainly path reflecting a focus only on the path of the placement movement.

A second study examines placement descriptions by advanced Dutch (N=12) and English (N=12) learners of L2 French. The results show that although L2 speech is target-like, gestures show a mixed pattern. English learners are largely target-like in gesture. Dutch learners, however, display a mixed pattern with one group performing French-like gestures, another group both Dutch- and French-like gestures, and a third group Dutch-like gestures.

Overall, then, gestures reveal systematic differences in how native Dutch, English and French speakers conceptualise placement events. Gestures also unveil linguistic conceptualisations masked by speech in L2 – lingering L1 patterns as well as target-like patterns. Gestures thus constitute a useful method for examining language-specific event representations and linguistic conceptualisation in L1 and L2. In L2, they provide a more gradient view of 'transfer', revealing different levels of adjustment of representations, and also highlight that adjustment is not beyond the scope of L2 acquisition. The

implications of these findings for L2 and bilingualism studies will be discussed.

Cognitive restructuring in bilingualism: Evidence from colour and object categorisation.

Panos Athanasopoulos (University of Essex)

Theoretical and methodological advances in the investigation of the linguistic relativity hypothesis have demonstrated that lexical coding of colour influences non-linguistic colour categorisation (Davidoff et al., 1999; Roberson, 2005). Research also shows that obligatory grammatical categories like number marking affect non-linguistic classification of objects (Lucy, 1992). The current paper builds on this work by empirically investigating whether learning a second language (L2) with different lexical and grammatical concepts from the first language (L1) may also influence non-linguistic cognition. The categorisation behaviour of Japanese-English bilinguals was examined in the domains of colour and number. Results show that bilinguals may shift their cognitive categorisation patterns towards the L2, and the primary predicting factor of the bilingual cognitive shift is L2 proficiency, with cultural immersion in the L2-speaking country and age of L2 acquisition playing a significant but secondary role.

Thursday, May 31, 14.00 – 17.30h

Structural aspects of first language attrition

This colloquium will investigate and interpret phonetic, morphological and syntactic phenomena of L1 attrition. Using a variety of theoretical and sociolinguistic frameworks to interpret data collected from a range of typologically different languages, the overall theme will be in what way language attrition can provide an additional perspective on bilingual knowledge and development. It will be argued that findings from L1 attrition can help 'triangulate' phenomena witnessed in developing grammars and provide additional explanatory power with respect to the makeup of the human language faculty.

It is generally assumed that declarative linguistic knowledge - i.e. the lexicon - is more vulnerable than procedural aspects. On the other hand, the latter areas of knowledge allow for more structured and rigorous observations of processes of interlanguage and disintegration. Of interest are questions such as the structure and nature of memory and knowledge in general and linguistic

knowledge in particular, the presence and availability of universal rules and structures, and the impact of individual factors such as rehearsal and attitudes.

- To what degree can the changes that we observe in the phonological and grammatical system of an attriting population be explained with reference to interlanguage effects?
- to what degree may such changes be due to an internal restructuring of the L1 alone?
- what is the impact of frequency and recency of rehearsal of particular aspects of a linguistic system, or of the system as a whole?
- are there parallels between the sequence of L1 and/or L2 acquisition of a linguistic system and its L1 attrition?
- can we find evidence for the presence and availability of Universal Grammar?
- what is the role of attitudes and motivation for the attrition of a grammatical system?

The recording of the presentations and making them together with the Powerpoint presentations (where applicable) available on the internet is planned.

Chairs:

Larisa Leisiö (University of Tampere), Larisa.Leisio@uta.fi

Monika S. Schmid (Rijksuniversiteit Groningen), ms.schmid@let.vu.nl

Individual papers:

Searching for the Roots: The Role of Incomplete Acquisition and Language Attrition in the Speech of Early Bilinguals.

Elena Schmitt

Southern Connecticut State University

This study compares the patterns of language use in early bilinguals to determine whether the roots of language change are a result of incomplete acquisition or language attrition. Results show significant associations between grammatical environment and non-target morphological use, interpreted as a consequence of incomplete acquisition; and a significant increase in non-target lexical and morphological use associated with the length of stay explained in terms of language attrition.

Structural aspects of German L1 attrition and L2 acquisition

Barbara Köpke & Angelika Rieussec
(Universite de Toulouse - Le Mirail)

Previous studies on attrition among German immigrants in both English and French L2 contexts (Köpke 1999) have failed to show evidence of direct structural influence of the respective L2 in spontaneous speech as measured by a picture description task in L1. Both attrition groups produced hardly any of the expected errors on this task involving pictures that had been constructed in order to elicit specific morphosyntactic contrasts between L1 and L2. The same material has recently been tested with a group of 20 French learners of German. Our hypothesis is that the contrastive hypothesis underlying the linguistic material is more valid for L2 learners, resulting in more of the errors predicted by contrasts between L1 and L2. Additionally, the picture description corpus of the attrition study has been completely reanalysed and compared to the picture descriptions of the learner group. These analyses show that L1 attrition and L2 acquisition seem to involve similar processes in some respects, however, the L2 corpus also shows error patterns which cannot be found in attrition. This suggests on the whole that the competition between L1 and L2 in attrition and acquisition involves similar processes, the differences which arise nevertheless are interpreted as a question of degree related to a difference in the actual linguistic knowledge of a language which varies between the two groups.

Reference:

Köpke, B. (1999). *L'attrition de la première langue chez le bilingue tardif: implications pour l'étude psycholinguistique du bilinguisme*. Doctoral Dissertation, Université de Toulouse-Le Mirail.

L1 grammatical case: an investigation of Russian long-term immigrants in Finland

Larisa Leisiö
larisa.leisio@uta.fi

The topic of this paper is the use of grammatical case in Russian (L1) in a Finnish (L2) environment. The data were extracted from semi-structured interviews with long-term Finland Russians. Except Russian, the speakers have proficiency in Finnish or Finland's Swedish, or both of them. There are two kinds of speakers tape-recorded, those whose speech has features of a Northern Russian dialect and those who speak non-dialect Russian. Slavic languages have been considered in the environment of analytic languages, such as English, German, or Swedish. The grammatical case has

been approached as a morphological entity. The research based on the frequency of various grammatical cases in the speech of the informants has shown the following chain of case disappearance (from the right to the left): NOM > AKK > (LOK) > GEN > (LOK) > INS > DAT > VOK

This paper examines grammatical case in Russian, taking into account the syntactic context of their use and focusing on the following structures: genitive of clausal subject and object, genitive as an object of the prepositional phrase, the dative of experiencer, instrumental in the manner adverbials, and dynamic/static adverbials. The results show that the changes in the sphere of the grammatical case are closely connected to the social background of the speaker: the variety of Russian acquired in the childhood, the language (L1 or L2) of his/her schooling, and - decisively - whether Russian is habitually used or not. Those informants who speak Russian habitually on a non-formal basis demonstrate case patterns which are based on a partial structural overlap between Finnish and Russian, demonstrating extensions of this overlap.

The non-habitual speakers copy the patterns of the majority language without there necessarily being counterparts in Russian: morphological cases are retained but the syntactic context of their use has no counterparts in Russian. A certain stage of attrition is characterised by a tendency towards simplification of the case system demonstrating an increasing use of nominative and accusative. A comparison of the Russian spoken by the study subjects with the language of immigrant Russians who are in contact with Indo-European languages provides evidence that the direction of changes in the immigrant language is strongly affected by the structure of the majority language. In a heavy attrition at the level of semi-speakers, the speech universally tends toward simplification.

Dual mechanism or frequency of activation? Evidence from the attrition of inflectional processes in L1 German

Monika S. Schmid

Rijksuniversiteit Groningen

Where theoretical frameworks which pertain to the acquisition and attrition of morphological features make predictions at all about the sequences in which such features might be learned or forgotten, such hypotheses typically do not go beyond proposing rather general and large-scale hierarchies, under which groups of very different morphemes are subsumed. However, in attrition it is very rare that an entire morphological class, such as plurality, is lost. What takes place instead may be an internal restructuring and loss of allomorphy.

In this respect, an interesting question is what principles may guide such analogical levelling. One possibility is that it is a case of mere frequency, as the Activation Threshold Hypothesis would predict. On the other hand,

psycholinguistic models of morphological knowledge, such as the Dual Mechanism model, would favour the assumption that default or regular morphemes will take over.

In many languages, these two mechanisms are hard to distinguish, as default morphemes are also the most frequent. However, there is reason to believe that in German plural allomorphy, one of the least frequent allomorphs, namely *-s*, is the default.

This presentation will investigate changes in the plural system of two groups of L1 attriters of German, one in Anglophone Canada and one in The Netherlands. It will be assessed which of the above-named theories can better account for the data observed.

Perception of foreign Accent in Native Speech

Esther de Leeuw

Queen Mary University College, Edinburgh

The primary aim of this study was to determine whether native speakers of German living in either Canada or the Netherlands are perceived to have a foreign accent in their native German speech. German monolingual listeners ($n=19$) assessed global foreign accent of 34 German speakers in Anglophone Canada; 24 German speakers in the Dutch Netherlands; and 5 German monolingual controls in Germany. The foreign accent assessment consisted of determining native versus non-native speaker status based on speech samples and expressing confidence level on a three-point scale. The experimental subjects had moved to either Canada or the Netherlands at an average age of 27 years and had resided in their country of choice for an average of 37 years. A highly significant difference was revealed between the foreign accent rating (FAR) of the consecutive bilinguals and the control group. Twenty bilinguals were rated clearly to be native speakers of German ($6.0 > \text{FAR} > 4.5$), whereas 14 were rated clearly to be non-native speakers of German ($2.5 > \text{FAR} > 1.0$). Those speakers who had English as a second language had a significantly lower FAR at 3.63 than those who had Dutch as a second language at 3.84. A multiple regression analysis was carried out in an attempt to account for variance in FAR with the predictor variables education (EDU); length of residence (LOR) in Canada or the Netherlands; second language (L2) of either English or Dutch; and amount and type of exposure to German L1. Contact with German L1 in a monolingual mode (at work or with German speakers in Germany) was the only significant predictor variable and accounted for 35% of variance. These findings raise important questions regarding the notion of native speech. They suggest that the stability of native pronunciation in adult immigrants may be influenced by the amount and type of contact an individual has with his or her native language.

Language contact and structural attrition - the case of Franbreu

Miriam Ben Rafael
Alon College, Israel

In recent decades, L1 attrition has been considered one of the typical processes of change that occur among languages in contact situation. Researchers here underscore that lexicon seems to be the first area affected, while grammar would show stronger resistance to erosion. Grammar, they emphasize, belongs to the hard core of the language and is relatively resistant to the influence of other languages and new social or cultural circumstances; grammatical changes in general and in language contact situation in particular progress very slowly. Grammatical changes and attrition have however been observed and discussed in the contact- language literature which has pointed out to tendencies to simplifications, L2 interferences as well as other patterns involving a diversity of structural aspects. It is this dimension of Franbreu that we want to observe in this presentation. Franbreu is the spoken French of Francophone native speakers who immigrated in the last forty years in Israel, and who have generally acquired Hebrew (L2), the dominant language of the country, and use it currently in their daily life. Our analysis is based on different sources of data - conversations, interviews and narrations. It shows that French/ L1 grammar has been clearly altered; among other areas, we found changes in gender and relative features, and verbal and prepositional systems. We must acknowledge that no few grammatical variants which we were able to single out are also characteristic of spoken French in specific and non formal situations, unrelatedly to any language contact. It remains that definite structural changes do take place which are to be considered as attrition phenomena. Our thesis is that one finds some attrition in our Franbreu data, due in particular, to essential differences between French and Hebrew grammars, and the acceleration of natural tendencies of spoken French in those contact situations. French grammar, however, does not give up its predominance in the structuring of Franbreu discourse.

Saturday, June 2, 14.30 – 16.30h

The Acquisition of Tense and Aspect in Bilingual and Second Language Development

The development of tense and aspect markers has been studied extensively in first and second language acquisition. The use of temporal markers on the verb is marked by inconsistent production or omission and this has been interpreted as a reflection of the absence or incomplete development of underlying syntactic structure.

In the proposed colloquium, experimental studies on bilingual and second language learner groups at various age levels, proficiency levels and combining different L1/L2 pairings will be presented. The papers focus on the acquisition and development of tense and aspect markers from a syntactic or semantic perspective. The objective is to shed light on commonalities and differences in the developmental patterns of temporal markers and to distinguish underlying knowledge from use. After a brief overview of the issues defining the acquisition of temporal markers (chair: Martohardjono) four papers will be presented.

Chair:

Gita Martohardjono (CUNY Graduate Center)

Authors:

Natalie Batmanian (Hunter College), Alison Gabriele (University of Kansas), Elaine Klein, Gita Martohardjono (CUNY Graduate Center), William McClure (Queens College and the Graduate Center), Virginia Valian (Hunter College and the Graduate Center)

Papers to be presented are:

“Tense Puzzles in First and Second Language Acquisition” by Klein, Martohardjono and Valian investigates the production and comprehension of tense in English and Spanish in auxiliaries, copula BE/ESTAR, progressive BE/ESTAR and main verbs. Data are presented from Spanish/English bilingual 5-year olds and two groups of adult learners of L2 English (L1s Korean, Russian). Two tasks, elicited imitation and comprehension using pictures and props are used. A comparison is made to acquisition patterns of the same grammatical elements observed in monolingual young first language learners of English (Valian 2006). It is argued that while basic comprehension of tense is in place for all learner groups, a developmental strategy arises for children and low proficiency learners when tense and aspect markers give conflicting temporal information. Furthermore, the oral production of tensed elements is subject to phonetic/phonological and processing constraints.

“The Acquisition of English Tense and Aspect by L1 Mandarin Speakers” by Klein, Martohardjono, Valian and Gabriele extends the same examination of tense markers to L1 Mandarin speakers but adds an interpretation task, to shed light on the development of aspect. The authors conclude that first language influence is found when there are restrictions on the language-particular combinations of verb classes and temporal markers.

Using an elicited imitation task, the third paper, “**Use of Auxiliaries and Tense Markers in Declaratives and Interrogatives by Early L2 Learners**” (Natalie Batmanian and Virginia Valian) compares two learner groups from L1 Asian (Japanese and Korean) and Non-Asian languages (a variety of Indo-European languages). Syntactic measures (wh-movement, subject-aux inversion) are contrasted to morphosyntactic measures (inclusion vs. omission of tensed elements). It is found that while the prevalent error was auxiliary omission, when an auxiliary is produced (e.g. in an interrogative sentence) inversion is also present. This suggests that the syntactic representations underlying their productions do not reflect the properties of their first language. When included (95%) wh-words were moved to sentence initial position 100 % of the time. In declarative sentences, for both language groups syntactic representations also reflected the target language (95%), though the auxiliary inclusion rates and use of present tense morphology were significantly lower for the Asian group. The effects of first language are not observed at the syntactic level, as tested with knowledge of movement, but at the level of morphosyntax. The authors conclude that participants of both language groups are forming an equivalence class of elements that represent tense and aspect as evident from substitutions of target auxiliaries with others, but influence from L1 seems to affect the formation of that equivalence class, as evident from the differences between the Asian and the Non-Asian group in declarative sentences in inclusion of tense morphology and auxiliary inclusion.

In “**Why imperfectives are learned imperfectly**”, Gabriele and McClure present data from Chinese speakers learning Japanese. This study provides evidence that the semantics of past imperfective forms remains difficult for L2 learners even at very high proficiency levels. The study focuses on how advanced Chinese native speakers interpret past imperfective sentences in Japanese such as (1).

(1) Ken-wa kazoku no e o kaite-imashita.

Ken-TOP family GEN picture ACC paint-IMPF-PAST

‘Ken was painting a portrait of his family.’

Both Chinese and Japanese have imperfective forms that encode the progressive: the two forms, *zai* in Chinese and *te-iru* in Japanese, both denote ongoing, progressive interpretations with accomplishments such as paint a portrait in (1). However, the languages differ with respect to tense. While Japanese marks the past tense morphologically with the morpheme *-ta*, Chinese does not have tense morphology. With an interpretation task Gabriele and McClure investigate how Chinese native speakers interpret the Japanese simple past, present imperfective *te-iru* and past imperfective *te-ita*. While performance is native-like on both the simple past and present *te-iru*, there is marked difficulty with *te-ita*. Specifically, while Japanese native speakers allow the sentence in (1) to refer to both incomplete and complete past events,

the Chinese native speakers only allow (1) to refer to past complete events. The authors argue that the difficulty is due to the complexity of the semantic representation and a lack of robust positive evidence and show that in these contexts L2 learners follow developmental patterns similar to L1 learners.

Together, the four papers provide a systematic and comprehensive examination of how the acquisition of tense and aspect interact to reveal specific patterns in development.

Thursday, May 31, 14.00 – 17.30h

Critical Views on Methods and Practices in Research on Multilingualism

Many of the current discussions about research on code-switching and multilingualism have to do with the status of the data obtained from the individual or the community object of investigation. These data are typically used to support theoretical claims in various areas such as first and second language acquisition, syntactic approaches to code-switching, psycholinguistics and sociolinguistics.

The presenters in this panel critically examine the data, methods and criteria that have been used to undertake research from various disciplinary perspectives. The questions presenters seek to address are: What counts as good data for research on multilingualism and how do these data contribute to the understanding of multilingualism? How does the theory we use shape the data we collect and the analysis? Are some methods more advantageous than others? Are there common methodological principles for all approaches to the field? How are theory, methods and data linked to the research endeavor on multilingualism?

Organizers/Chairs:

Melissa Moyer (Universitat Autònoma de Barcelona)

Elizabeth Lanza (Universitetet i Oslo)

Discussants:

Pieter Muysken, Radboud Universiteit Nijmegen

Li Wei, University of London

Presenters and paper:

A Case for Experimental Methods to Study Bilingual Acquisition

Fred Genesee, McGill University (genesee@psych.mcgill.ca)

There has been a long and productive history of research that has relied on naturalistic and qualitative methods of data collection in studying language acquisition, including bilingual acquisition. In this presentation, I will make a case for using experimental and quasi-experimental methods. Such methods can not only complement results and theories based on qualitative methods, but can also extend our understanding of language acquisition by testing children's language competence in contexts that go beyond "the normal". Selected studies that have used such methods will be discussed briefly to back up these points.

Standards of Evidence, Ethnographic Methods and Analysis

Alexandra Jaffe, California State University at Long Beach,
(ajaffe@csulb.edu)

Drawing on research on Corsican bilingual schools, this paper explores the relationship between ethnographic research practices and sound standards of evidence for analytical claims. Despite the fact that there are many emergent and contingent dimensions of ethnographic research, the presentation emphasizes that ethnographic observations, interviews and other data collection can be held to standards of rigorous, systematic research design.

Data from the Internet in CS Research

Jacomine Nortier, Universiteit Utrecht (j.nortier@let.uu.nl) and Margreet Dorleijn, Universiteit van Amsterdam (m.dorleijn@uva.nl)

With data from bilingual Turkish-Dutch and trilingual Moroccan-Dutch discussion fora, this paper discusses the advantages and disadvantages of using internet data as a resource for code-switching research. Several types of internet texts (e.g. e-mail, real-time chat, discussion forums, Virtual Worlds) will be illustrated, and how far each text type is suitable for (certain types of) CS-research will be discussed. We will argue that in particular discussion forums are a very rich and easily obtainable source of data.

The Use of Comparable Corpora in Research on Multilingualism

Michael Clyne, University of Melbourne (mgclyne@unimelb.edu.au)

With a point of departure in the Australian experience, this paper will discuss the value of comparable corpora from both related and unrelated languages of

bi- and trilinguals, all in contact with the same overarching language, English, in the same city. Contact languages drawn on are German, Dutch, Croatian, Mandarin, Vietnamese, German/Dutch, German/Hungarian, Italian/Spanish. I will argue that such corpora enhance the understanding of both contact-induced grammatical change and code-switching. Examples include morphological and syntactic changes in 'Australian Dutch' which occur more slowly or not at all in 'Australian German', the predominance of different types of lexical triggers in code-switching in different contact languages and the significance of the prosodic in code-switching between a tonal and non-tonal language. Among the problems is the requirement to keep the data collection procedure uniform for comparability and restricting the influence of theoretical models, which are subject to change.

A Case for Studying the Multilingual Child in a Social Context

Elizabeth Lanza, Universitetet i Oslo (elizabeth.lanza@iln.uio.no)

This paper will argue for the necessity of studying bilingual and multilingual acquisition within a social context. While social context is often referred to in such studies, it is often not perceived as problematic. However, there is a need to take social context into account throughout the research endeavor. Data from published studies of bilingual first language acquisition will be presented as illustration of the need to taken sociolinguistic parameters into account even in psycholinguistic approaches to this field of study.

Linking Theory, Methods and Data in Research on Multilingualism

Melissa Moyer, Universitat Autònoma de Barcelona (melissa.moyer@uab.es)

Data from two multilingual contexts (Gibraltar and immigrant communities at a local health clinic in Barcelona) provide the basis for examining the link between a researcher's theoretical position, the methods used and what counts as valid data in each one of the contexts. Special attention is dedicated to claims about knowledge of multilingualism and whether the methods and data are used to support these claims.

Friday, June 1, 14.30 –18.00h

Bilingual development and its evaluation in an immigrant language setting: Turkish children and adolescents in Europe between standard languages and colloquial varieties

This colloquium focuses on bilingual children and adolescents with Turkish-language background in 5 countries: Denmark, France, Germany, The Netherlands and Norway by the TINWE group studying the development of Turkish and the respective dominant languages in Northwestern Europe. Here, we present selected results of comparative studies and reflect on their implications for the development of valid assessment measures. Our focus is a limited range of linguistic devices marking connectivity, where Turkish differs typologically from the Indo-European languages in the speakers' environments. As the populations are heterogeneous with considerable intergroup diversity, we consider linguistic practices and literacy activities, allowing the necessary perspective for the analysis of production data as seen in the longitudinal and cross-sectional studies.

Our focus on connectivity highlights the extent to which Turkish is developed in relation to the national languages and illuminates how its grammar and discourse conventions may be changing in the contact settings, also taking into account the influence of standard language norms in mother tongue classes, where applicable as well as colloquial varieties. We hope that the studies presented and the discussion generated will contribute to the development of criteria and empirically based categories for the evaluation of bilingual development of Turkish as an immigrant language and Indo-European languages and, in this way, opens the view on a comparison of bilingualism in Europe and more widely under different linguistic and social conditions.

Organizers:

Carol W. Pfaff, Jochen Rehbein, Mehmet-Ali Akinci

Individual papers:

Norms prescribing the linguistic behavior of bilingual and multilingual individuals – Consequences for the evaluation of language development

J.-N. JØRGENSEN, University of Copenhagen

This paper looks at norms prescribing the linguistic behavior of minority bilingual children in light of sociolinguistic studies in Danish Language Change in Real Time (Lanchart) Project, re-interviewing informants in the Copenhagen and Næstved studies and the Køge Project, a 10-year longitudinal study of the Danish and Turkish of bilingual children's oral and written language and educational achievement.

The development of derivational morphology in Turkish by monolingual and bilingual Turkish-Dutch children: a multiple case study

E. NAP-KOLHOFF, Tilburg University

Monolingual Turkish children acquire derivational noun morphology much later than inflectional noun morphology, which is productive well before the age of two. It is at about this age that many Turkish children in the Netherlands start acquiring their second – and later dominant - language. Derivational morphology is therefore a potential area of delayed or later incomplete acquisition investigated in the present study of 4 monolingual Turkish and 7 bilingual Turkish-Dutch children aged 2-4.

The use of simple and complex clauses in bilingual Turkish children's speech

E. TÜRKER, Oslo University

It is observed that in the speech of bilingual Turkish children living in Norway subordinative clauses are mostly avoided when compared to monolingual children in Turkey. The main questions here will be whether there is a trace of language change in the speech of 5 and 9 year-old bilinguals, whether the simplification of clause structure can be evidence for possible language attrition and how the social networks and input affect their use of Turkish.

The development and assessment of Turkish/German language proficiency

C. W. PFAFF & M. DOLLNICK, Freie Universität Berlin

This paper explores claims of development, stagnation or change of complex syntax of temporal and causal linking in of 5-12-year-old Turkish/German bilinguals from the EKMAUS study, with more or less exposure to and use of the two languages and comparison monolingual groups. We report results for three text types (description, picture story and personal narrative) demonstrating that discourse strategies and structures employed by the children vary with the age, contact, and text types.

Developmental types in the acquisition of connectivity in Turkish and German in immigrant and monolingual settings

J. REHBEIN, A. HERKENRATH & B. KARAKOÇ, University of Hamburg.

The contribution presents developmental patterns in the bilingual acquisition of Turkish and German connectivity in spontaneous speech of Turkish monolingual and Turkish-German bilingual children aged 4-12, in the ENDFAS and SKOBI projects. Both qualitative and quantitative approaches are used to analyze the communicative functions and formal characteristics of specific linguistic expressions in the different age groups and the constellations in which they are employed.

Connectives in oral texts in French and Turkish: A comparison of bilingual and monolingual children and teenagers

M.-A. AKINCI & R. DELAMOTTE-LEGRAND, Université de Rouen,
Mehmet-Ali.Akinci@univ-rouen.fr

We investigate oral texts produced by Turkish-French bilingual children and teenagers and French and Turkish monolinguals use of coordinate or subordinate forms for temporal, additive, causal and adversative semantic linkage in 3 age groups (grade school, junior school, high school), 2 text types (personal narration, exposition) and 2 modalities (spoken, written). Our results show development with age for both bilinguals and monolinguals over the two text types with respect to frequency and variety of forms and semantic links.

Assessment of language proficiency in bilingual children: Empirical findings of the Cito test of German and Turkish in Duisburg

K. YAĞMUR, Tilburg University.

Duisburg policy makers are currently testing bilingual language proficiency using the CITO tests on 5-7 year olds in both L1 and L2. The results show that balanced bilingual children have much higher skills in both German and Turkish as well as higher metalinguistic awareness than monolinguals.

Friday, June 1, 14.30 –18.00h

Cross-modal bilingualism: New perspectives on variation and evaluation

Over the last decade, research into the acquisition and use of a signed language and an oral/written language in bilingual signers has provided important insights about individual variation regarding the competence levels attained in either language and the potential interaction between both languages.

There is a common agreement that individual variation regarding the degree of bilingualism attained is determined by a complex interplay of internal and external factors, such as the degree and time of hearing loss, the linguistic background of the family, age of exposure to either language and schooling. On this backdrop, it seems clear that the study of cross-modal bilingualism requires an inter-disciplinary approach.

The aim of this colloquium is to provide a better understanding of variation in cross-modal bilingualism. We also wish to provide a forum for a critical appraisal of the available evaluation methods with a view to discussing new perspectives in the investigation of this particular type of bilingualism.

Organisers:

Carolina Plaza Pust, J. W. Goethe-Universitaet Frankfurt am Main

Daniel Daigle, Université de Montréal

Anne-Marie Parisot, Université du Québec à Montréal

Chair:

Carolina Plaza Pust, J. W. Goethe-Universitaet Frankfurt am Main

Individual papers:

Bimodal bilingualism in hearing, native users of ASL

Michele Bishop, Santa Rosa Junior College California

This paper describes the features of bimodal bilingualism in naturalistic discourse among hearing, native users of American Sign Language (ASL) and addresses two main questions:

1. What are the features of code-blending in bimodal communication?
2. What are the sociolinguistic/pragmatic features of bimodal communication?

This study aims to provide a thorough description of the bimodal linguistic phenomenon known as code-blending or simultaneous signed and spoken utterances. Through an analysis of naturalistic discourse among hearing, native signers of ASL, numerous samples of a range of code-blending variations were noted. This group of bimodal bilinguals is the only group that

has the potential to be native in both English and ASL as compared to the two other groups of bimodal bilinguals; Deaf children from hearing families, who have challenges learning a spoken language they cannot hear, and hearing second language learners of ASL who study ASL as adults in most cases. A conversation among native bimodal bilinguals about their Deaf families and experiences growing up feeling both 'Deaf' and 'hearing' provides a window into their natural language usage, in which code-blends play a large role. The potential to produce two typologically distinct, native languages simultaneously provides an unprecedented window into the inner-workings of the bilingual mind.

Bilingual cross-modal communicative practices of young deaf adults

Agnès Millet, Université Stendhal-Grenoble 3, Laboratoire Lidilem

As a theoretical basis, we will use jointly the broad conception of language as Mc Neill (1992) exposed it ("gestures are an integral part of language as much as are words, phrases and sentences – gestures and language are one system") and the wide conception of bilingualism as Grosjean (1992) defined it.

The aim of this research is to describe the communicative practices of twenty-year-old deaf adults using French and FSL (French Sign Language) in their everyday interactions. The utterances we observed are either monolingual (French or FSL) or bilingual (French and LSF); they are always bimodal (vocal and gestual), yet the linguistic part of the message is supported at times by the voice and other times by gestures.

Firstly, we will set up a model of individual's communicative repertoires which could explain the combination of languages and modalities in several social situations.

Secondly, we will present the different structures in the bilingual bimodal productions. The two main structures are:

- both languages express the same message, each modality has a meaning of its own. In this case, the role of non verbal communication is very slight, since voice and gesture assume linguistic expression;
- both languages and both modalities express a whole message: French and FSL, voice and gestures are complementary:
 - words appear in FSL but not in French
 - words in French are replaced by a sound
 - words in FSL are completed with mouthing or French words, etc.

In this second case, we shall present a detailed analysis of the role of gesture and mouthing, which are supposedly non verbal practices.

References:

- Mc Neill, D. (1992) *Hand and Mind. What gesture reveals about thought*.
Chicago University Press.
- Grosjean, F. (1982) *Life with two languages: an introduction to bilingualism*.
Harvard University Press.

Is it Possible to Find Evidence of Interference from Flemish Sign Language into the written Dutch of Deaf Children?

Karen Waterschoot, Rehabilitation Centre Sint-Lievenspoort, Ghent
Mieke Van Herreweghe, Ghent University

Generally speaking, in Flanders, deaf children are either placed in an oral educational setting, or in programmes that give support to spoken Dutch by means of fingerspelling and *Signed Dutch*. These programmes are still monolingual since VGT (Flemish Sign Language) is not included. Nevertheless, those children who have Deaf parents and who use VGT at home can be considered fully bilingual: their home language is VGT and their classroom language is Dutch. If you look at these pupils' written Dutch productions, it would seem that some of their errors can be attributed to interference from VGT. Until now this is something that has nearly only been acknowledged intuitively, especially by educators in deaf education, and that has hardly been studied by linguists.

In this paper a study will be presented in which the subjects were 6 prelingually Deaf children with no additional disability or cochlear implant, born in 1995 or 1996, with VGT as mother tongue and with minimally a second grade reading level. They all attended the same school and were tested in 2005 – 2006. Two subtests were used, a written Dutch production test and a VGT production test.

A contrastive grammatical analysis of the VGT narrative productions versus the Dutch compositions did reveal interference mistakes from VGT into their written Dutch. Some examples are: use of a wrong pronoun; deletion of direct object or subject; use of role-shift; overextension of possessive "HAS"; overuse of repetitions; use of certain locative sentences, etc. Generally speaking their Dutch compositions were to some extent a transliteration of a kind of *degrammatized* VGT, since spatial grammatical mechanisms were not transferred into their written Dutch.

Metalinguistic competence and the bilingual approach in deaf education

Daniel Daigle, Université de Montréal

Anne-Marie Parisot, Université du Québec à Montréal

Carolina Plaza Pust, J. W. Goethe-Universität Frankfurt am Main

In the course of the last two decades, sign bilingual education programmes have been implemented in many countries around the world. The bilingual approach in deaf children's education implies the use of sign language as the classroom language and, in some programs, as a study subject. One of the main assumptions of this approach relates to the hypothetical beneficial effect of the promotion of sign language in reading/writing acquisition. While several studies have shown a positive correlation between sign language competency and written performances (Padden et Ramsey, 1998; Hoffmeister, 2000; Strong et Prinz, 2000), the nature of the inter-relation between languages has been subject to debate. One hypothesis that could account for this link is founded on Cummins Interdependence theory (1991). Basically, the assumption would be that in order to acquire high-level language skills in L2, the learner needs to have developed these in her L1. Following this assumption, it would not be the potential transferable linguistic knowledge of sign language that could explain reading/writing acquisition in deaf students, but their ability to use metalinguistic knowledge first developed in that language. The purpose of this presentation is to present two different bilingual programs, one run in Berlin, the other one in Montréal. After presenting the main characteristics of these programs and the concomitant longitudinal research results gathered until now, we will analyse both educational setting in the light of the role of metalinguistic knowledge in reading/writing acquisition.

Cross-linguistic and Cross-cultural Issues in Sign Language Proficiency and Written Language: American Sign Language and English and French Sign Language and French

Philip Prinz, San Francisco State University

Nathalie Niederberger, Lycée Français La Pérouse à San Francisco

Wolfgang Mann, City University of London

Recently researchers in various countries have begun to conduct cross-linguistic studies of sign languages and written languages in school age Deaf students. There has been no prior research of cross-linguistic and cross-cultural comparisons of sign language that has *directly* compared the sign language and written language performance of Deaf students from two different countries. We contrasted the results of two independent studies targeting the acquisition of different sign languages and two distinct written

languages: American Sign Language and English and French Sign Language and French. These studies utilized the same methodology and similar assessment models of sign language, designed for the specific cross-linguistic and cross-modal research: the *Test of American Sign Language (TASL)* (Prinz et al. 1995) and the *Test de Langue des Signes Francaise (TELSF)*, the French Sign Language adaptation of *TASL* (Niederberger et al. 2001). In the research presented here, data collected from a sample of 8-18 year old Deaf students (n=155) attending a bilingual school in California and a group of 39 Swiss Deaf students (ages 8-17) enrolled in bilingual programs in the French speaking section of Switzerland demonstrated similar findings. The results of both studies demonstrated a significant correlation between students' sign language proficiency and achievement in reading and writing. In our presentation we discuss cultural and linguistic factors that may account for differences in sign language and literacy performance including methods for assessing sign language proficiency and adapting assessments across diverse sign languages and Deaf cultures.

Impact of Age on DGS-Test Performance of Deaf Children from Diverse Linguistic Backgrounds

Tobias Haug, University of Applied Sciences for Special Needs Zurich & Hamburg University

Wolfgang Mann, DCAL & City University London

Despite a growing interest from researchers and practitioners in Deaf education in bilingual approaches, the situation of Deaf learners from diverse linguistic backgrounds has been rarely mentioned in the literature. In some countries (e.g., USA, Germany), individuals from diverse cultural and L2 learning backgrounds have been reported to be a fast-growing sub-group within the Deaf population (Gerner De Garcia 1995, Grosse 2004).

Examining how children from a diverse linguistic background (e.g., with neither German Sign Language (DGS) nor German as their L1) come to learn the language(s) of the linguistic (Deaf) majority may provide researchers with new insights on language development as experienced by a multilingual Deaf learner. In order to accurately evaluate these students, appropriate tools are required to assess varying levels of sign language skills.

We will present findings from two recent studies in which different levels of linguistic complexity in DGS were measured in 194 German deaf children (aged 4-18), more than half of which came from a diverse linguistic background. Some of the questions that we will be address are: What are possible implications of the findings for the way Deaf children from diverse linguistic backgrounds are taught language in school? How does this effect assessment?

References

- Gerner de Garcia, B. (1995). ESL Applications for Hispanic Deaf students. *Bilingual Research Journal*, 19 (3-4), 453-467.
- Grosse, K.D. (2004)(Ed.). *Hörbehinderte Schülerinnen und Schüler unterschiedlicher nationaler Herkunft. Eine internationale Herausforderung an die Hörbehindertenpädagogik*. Heidelberg: Universitätsverlag Winter GmbH.

Saturday, June 2, 14.30 – 16.30h

Constructing Inequality in Multilingual Classrooms

The education of immigrant children is worldwide acknowledged, however, research in Southern European schools such as Spanish ones is still incipient. The colloquium addresses how inequality is constructed in Madrid schools, considering the fact that over the last 15 years, the city has received an increasing flow of immigrants from all over the world, challenging the educational system rapidly. Children of immigrant background constitute now 17% of the student population in Madrid schools (mostly from Morocco, Latin America, China, and Eastern Europe). The case of Madrid is unique in that the rhetoric of interculturalism, emphasizing the richness of linguistic diversity at the level of educational and language policies, contradicts the political climate of assimilation and segregation in educational programs that isolates and exclude immigrant students in the curriculum and in the access to resources. Moreover, the question of immigration in Spain needs to be understood within the complex scenario of different nationalist ideologies and identities (regional, national, supranational). Given that subtractive rather than additive bilingualism is the reality in the schools and that cultural diversity is perceived as a threat to local/national identity, it is difficult to make Spanish identities compatible with other identities. The only option for the integration of immigrants is to adapt and assimilate to the majority group. The colloquium will address the construction of inequality in everyday interactions taking place in the classrooms of Madrid schools by using critical sociolinguistic ethnography (Martín Rojo, 2006), which examines how everyday interactions reproduce and generate social order inequality.

Organizers:

Luisa Martín Rojo, Professor. Dpto. de Lingüística General. Universidad Autónoma de Madrid. E-mail: luisa.rojo@uam.es

Ana María Relano Pastor, Research Fellow/Assistant Professor. Department of Linguistics. Universidad Autónoma de Madrid. E-mail: may.relano@uam.es

Chair:

Luisa Martín Rojo

Individual papers:

Managing linguistic diversity in a monolingual area

Luisa Martín Rojo, Professor. Dpto. de Lingüística General. Universidad Autónoma de Madrid, luisa.rojo@uam.es

Laura Mijares, Assistant Professor. Departamento de Estudios Árabes e Islámicos. Universidad Complutense de Madrid, laura.mijares@filol.ucm.es

This presentation addresses how multilingualism is managed in the classroom; to what extent students' languages are used as educational resources. Our main research question is whether students' previous linguistic knowledge is valued in the classroom or ignored and, as a consequence, whether it fosters students' deficit (de-capitalization). We focus on two processes: (i) the sociolinguistic order established in the school: which languages and regional varieties could be freely used, how the languages of students are valued, and what are the implications of this distribution of linguistic capital in the classroom; (ii) the role played by community languages in educational practice, whether they facilitate transition to the language of school. In short, we address how the multilingual reality of school is managed, whether the plurality of languages hinders school knowledge or takes advantage of the culturally diverse reality of the classroom.

Multilingualism and cultural diversity in schools

Adriana Patiño-Santos, PhD Candidate. Department of Linguistics. Universidad Autónoma de Madrid, adripat@lycos.es

Irina Rasskin, PhD Candidate. Department of Basic Psychology. Universidad Autónoma de Madrid, irina.rasskin@uam.es

This presentation analyses multilingualism and cultural diversity in four high schools in the Community of Madrid. It focuses on their specific approaches dealing with multicultural and multilingual diversity and interacting with newcomers. Each school has implemented different programs to deal with diversity (traditional educational approaches, low achievement classes, language immersion/submersion programs), which happen to be taking place worldwide. However, our ethnographic approach evaluates and questions what is considered "natural" or "normal" in dealing with linguistic and cultural diversity, critically examining educational policies that promote inequality within the school.

The co-construction of legitimate knowledge in multilingual classrooms: ideological considerations

Adriana Patiño-Santos, PhD Candidate. Department of Linguistics.

Universidad Autónoma de Madrid, adriapat@lycos.es

Ana María Relano Pastor, Research Fellow/Assistant Professor. Department of Linguistics. Universidad Autónoma de Madrid. E-mail:

may.relano@uam.es

This presentation focuses on how legitimate knowledge-s is co-constructed in teacherstudents and peer interactions in multilingual classrooms at four schools in Madrid. Broadly speaking, we define legitimate knowledge as the set of cultural resources that are validated in the classroom by means of different teaching strategies and pedagogical materials. Our research shows how, “other” cultural resources, namely the ones that multilingual children bring to the classroom, are not incorporated in everyday classroom interactions. The paper discusses the role of teacher’s authority in defining legitimate knowledge; how ideologies underlying the school curriculum are negotiated in classroom activities; and how the successful student (versus the non-successful one) is socially constructed by means of the assessment procedures used in the classroom.

(De) constructing language and Literacy in multicultural educational settings

Isabel García Parejo, Assistant Professor. Departamento de Didáctica de la Lengua y la Literatura. Universidad Complutense de Madrid (UCM)., igarcia@edu.ucm.es

Rachel Whittaker, Assistant Professor. Department of English Philology. Universidad Autónoma de Madrid, rachel@uam.es

This presentation analyses the different literacy practices we have found in the classes, asking whether schools are providing pupils with that important capital, written language, which will give them access to new types of knowledge, and new, more formal, spoken registers. Is, then, the general approach to teaching and learning favoring the participation of all groups in their acquisition of literacy practices, focusing on the registers and genres of schooling or fomenting a more informal code? By analyzing the verbal interaction which takes place during the class, the materials used, and the written production from these activities, what emerges is a concept of writing which either has nothing to do with communication, or which does not develop the text types and registers useful for schooling. Thus, rather than including and supporting the pupils who most need to be taught these genres, the result is more marginalization and segregation.

Thursday, May 31, 14.00 – 17.30h

Morpho-syntactic convergence and attrition

The guiding premise of this colloquium, “Morpho-syntactic convergence and attrition,” is that not all areas of the grammar are equally susceptible to permeability and residual optionality, a claim, which although not new, merits continued empirical investigation and theoretical elaboration. The three-hour colloquium, chaired by Liliana Sánchez, comprises six twenty-minute papers, each followed by a ten-minute question period.

Chair:

Liliana Sánchez

Individual papers:

Interfaces in the bilingual mind: Does age make a difference?

Antonella Sorace, University of Edinburgh

Recent developmental research points to selective optionality in bilingual speakers' production and interpretation of phenomena that require the interfacing of syntax and discourse, such as pronominal subjects. Similar patterns of apparent crosslinguistic influence and convergence towards the ‘more economical’ language are attested in L1 bilingual children, in advanced adult L2 speakers, and in L1 speakers in a situation of attrition. However, since these patterns are found in bilinguals irrespective of the typological differences in the pronominal systems of the two languages, crosslinguistic influence cannot be the only cause. This paper evaluates the possible reasons behind the patterns found in these different bilingual populations, including the contribution of processing complexity and external input factors. It is argued that, despite the behavioral similarities, there are also important differences between the different bilingual populations both in the causes leading to optionality and in the likelihood of its long-term stability. Understanding the wider picture requires making principled distinctions between *attrition* and *incomplete acquisition*, on the one hand, and *crosslinguistic influence* and *use of default forms*, on the other.

Divergence at the syntax-discourse interface: Contrastive focus in L2**Portuguese**

María Fruit, University of Iowa

European Portuguese (EP) exploits VOS with object scrambling for subject focus constructions. For multiple-focus, VSO with heavy subject stress is

used, since two constituents cannot simultaneously be rightmost. English permits only prosodic operations for the same focus contexts. This study investigates the acquisition of EP focus by native English speakers. Multiple tasks (Grammaticality, Truth-value, Discourse Interpretation) were administered to learners and controls. Results indicate that, despite convergence on target syntax, most L2ers diverged from target focus representations, exhibiting reliance on their L1 prosody instead. In tandem with a discussion of the role of input, results are considered apropos other studies that demonstrate that L2ers experience persistent difficulty at the syntax-discourse interface (cf., Sorace 1999, 2003; Belletti & Leonini 2004; Hopp 2005).

The intonation and word order of contact Spanish

Aaron Roggia & Almeida Jacqueline Toribio, Penn State University

In contexts where Spanish speakers focus constituents through intonation and word order, English speakers primarily use intonation. This study investigates the intonation of Spanish heritage speakers (HS) in contact with English in the US. Recent research shows that Spanish HS display non-target like acceptance of subject-verb word order with unaccusative and unergative predicates (e.g. Montrul 2005; Zapata et al. 2005). A possible explanation for this is found at the syntax-phonology interface, where HS and Spanish monolinguals differ in mapping of focused utterances. Support for this explanation is found in Belletti et al.'s (2005) study of near-native speakers of Italian: native Italian speakers produce postverbal subjects under narrow non-contrastive focus, L1 English near-native speakers of Italian produce stressed preverbal subjects. Through analysis of nuclear and prenuclear pitch accents, we explore convergence as evidenced by the intonation and word order of intransitive verbs under broad, narrow contrastive, and narrow non-contrastive focus among Spanish HS.

The L1 attrition of the semantic properties of the Spanish present tense

Alejandro Cuza, University of Toronto, a.cuza@utoronto.ca

Research indicates that the syntax-semantic interfaces (e.g., tense and aspect, subject drop) are vulnerable to L1 attrition and variability (Montrul, 2002; Sorace, 2000). In this study, I examine the extent to which the aspectual properties of the Spanish present tense are vulnerable to L1 attrition due to intense contact with English (L2). English and Romance languages differ in the temporal properties of the present tense with eventive predicates (activity

or accomplishment verbs). In English, the present tense with eventive predicates disallows an ongoing interpretation.

In Spanish, on the contrary, the present tense can be interpreted as ongoing or generic, as shown below:

Schmitt (2001, p. 431)

- (1) a. ENG Pedro runs (#right now). [+generic] [-ongoing]
 b. SPA Pedro corre (en este momento). [+generic] [+ongoing]

In (1a), the reading is that *Pedro is a runner*. It cannot be interpreted as *Pedro is running right now*. For ongoing events the present progressive must be used. However, the present tense in Spanish (1b) is ambiguous: It can be interpreted either as *Pedro is a runner* or as *Pedro is running right now*. If attrition affects syntax-semantic interfaces, I expect significant attrition of the ongoing temporal interpretation of the Spanish present due to transfer from English semantic selectional properties.

An Acceptability Judgment Task, a Truth-Value Judgment Task, and an Elicited Narration Task examined the knowledge of the semantic values of the present tense among 20 Spanish immigrants residing in the US for more than 20 years. Preliminary results show significant variability in the ongoing value of the present tense in L1 Spanish. Theoretical and methodological issues are discussed.

References:

- Montrul, S. (2002). Incomplete Acquisition and Attrition of Spanish tense/aspect distinction in adult bilinguals. *Bilingualism: Language and Cognition*, 5, 39-68.
- Schmitt, C. (2001). Cross-linguistic variation and the present perfect: the case of Portuguese. *Natural Language and Linguistic Theory*, 19, 403-453
- Sorace, A. (2000). Differential effects of attrition in the L1 syntax of near-native L2 speakers. *Proceedings of the 24th Boston University Conference on Language Development* (pp. 719-725). Somerville, MA: Cascadilla Press.

Differential Object Marking under Incomplete Acquisition in Spanish Heritage Speakers

Melissa Bowles & Silvina Montrul, University of Illinois at Urbana-Champaign

In Spanish, objects that are +animate and +specific are obligatorily marked with the preposition “a”; other objects are unmarked. Specificity, telicity and topicality play a role in the complexity and optionality of “a” with animate and inanimate objects (Torrego 1998, Leonetti 2003). Recent studies have

documented the loss and/or incomplete acquisition of grammatical features in Spanish heritage speakers (HS), such as tense, aspect, mood, and null subject pronouns (Silva-Corvalán 1994, Montrul 2002, 2004, in press). This study assesses the extent of incomplete acquisition of DOM in Spanish HS born and schooled in the US. In particular, it examines whether omission of “a” with animate and specific direct objects is merely a production problem or whether it affects the linguistic representation of the dative preposition. A control group of 12 native speakers and 69 Spanish HS of different proficiency levels completed judgment and elicited production tasks. Results of the two tasks confirmed probabilistic recognition and production of DOM among even among HS with advanced proficiency in Spanish, suggesting that their grammars lack DOM and have converged with English.

Constrained convergence: the case of Nahuatl and Spanish

Joyce Bruhn de Garavito & Alma Ramírez, University of Western Ontario

We will argue that convergence is constrained by the structure of the receiving language. We will support this idea, which is not new (cf., Appel and Muysken 1978, among others) with data from Spanish and Nahuatl in contact with each other. We will show that some possible areas of convergence are never realized, and that those that are can be explained by existing overlap between the two languages.

Saturday, June 2, 14.30 – 16.30h

The role of typological differences in the acquisition of determiners: A comparison between Romance and Germanic languages

The aim of this colloquium is to examine how typological differences between Romance languages like Italian and French, and Germanic languages like Swedish, German and Dutch, affect the course of determiner acquisition in pre-school and school-age bilingual children. More specifically, the four contributions will investigate the role played by free and bound morphology, gender marking, language dominance, and the mapping of nouns onto predicates vs. arguments.

Individual papers:

Testing the driving forces in linguistic development: Determiner acquisition in bilingual children acquiring Italian simultaneously with German/Swedish

Petra Bernardini, Lund University & Tanja Kupisch, Hamburg University

Previous research has shown that monolingual children acquiring a Romance language develop nominal determiners faster than children acquiring a Germanic language (e.g. Lleó & Demuth 1999, Guasti et al. 2004). Under the autonomy hypothesis of bilingual development (Genesee 1989, Meisel 1989) bilingual children behave like monolinguals in each of their languages. Given this claim, bilingual Romance-Germanic children are expected to develop determiners faster in their Romance language.

In this contribution, we suggest that the generalization “Germanic vs. Romance” is oversimplified, and that other typological factors (free vs. bound morphemes) and the children’s general linguistic development must be taken into account to determine the rate of determiner development.

Our results suggest that both morphological determination and general linguistic development must be taken into account when predicting the rate of acquisition. More generally, a theory of language development and language separation in bilingual children must make recourse to language internal and language external factors.

The interpretation of plural noun phrases: A study of English-Italian and Spanish-Italian children

Ludovica Serratrice, Antonella Sorace†, Francesca Filiaci†, Michela Baldo
The University of Manchester †University of Edinburgh

This study compares the ability of English-Italian and Spanish-Italian bilingual children and monolingual peers (age range 6;0-10;0) to judge the acceptability of plural definite NPs and plural bare NPs in specific and generic contexts in English and Italian.

According to Chierchia’s (1998) Nominal Mapping Parameter, nouns in Italian and Spanish map onto predicates [-arg, +pred] and they always need a definite article to be turned into arguments. By contrast, in English nouns can map onto predicates or onto arguments [+arg, +pred]. By virtue of its category-type map English can apply a type shifting operation at the NP level to plural kinds thus allowing bare plural nouns.

The findings of the acceptability judgement task show that Spanish-Italian bilinguals who are acquiring two languages with an identical parametric setting provide the same judgements as the Italian monolinguals. The English-Italian bilinguals behave similarly to the English-speaking monolinguals, but accept significantly more bare NPs in generic contexts in Italian than both the

monolinguals and the Spanish-Italian bilinguals. In essence the English-Italian bilingual children inappropriately adopt the more economical type shifting operation in Italian instead of projecting a Determiner category. These results provide evidence for the possibility of cross-linguistic interference at the syntax-semantics interface in simultaneous bilingualism.

The acquisition of definite articles by Italian-Dutch bilinguals

Manuela Pinto

Utrecht University

The language pair considered in this study is Italian/Dutch. The data examined come from a small corpus (N=18) of elicited narratives collected in Italy and in the Netherlands from bilingual Dutch-Italian school-age children. Similarly to English, the setting of the Nominal Mapping Parameter (Chierchia 1998) in Dutch is [+ arg, + pred]. We expected to find some cross-linguistic influence from Dutch, the language with the most economical setting, to Italian, but the data examined so far do not conform to this expectation. In the narratives in Italian we hardly find a bare noun. Overall, articles are acquired earlier in Italian than in Dutch, hence confirming Guasti, de Lange, Gavarró & Caprin's (2004) observations about the acquisition of articles by Italian and Dutch monolinguals. In addition, Italian-Dutch bilinguals living in Italy appear to overuse the definite article *de* (fem./masc.), showing a delay in the acquisition of *het*, the appropriate definite article for singular neuter NPs.

The acquisition of gender in bilingual and L2 acquisition of French (and Italian): the role of the other language

Aafke Hulk & Elisabeth van der Linden

Amsterdam University

Research on the acquisition of gender in L1, 2L1 and L2 has led to different theoretical positions regarding the accessibility of features of the L2.

In our paper, we will present data from spontaneous production and from elicitation experiments on the L1, 2L1 and L2 acquisition of gender in French and Italian with Dutch as the contact language. The L1 acquisition of the Dutch two gender system is NOT unproblematic. L1 children make massive use of a default strategy, overgeneralizing the 'de' determiner instead of 'het' (Van der Velde 2004). For L1 French and Italian, no such strategy has been found. The question is what the consequences are of the contact between these two languages for 2L1 and child and adult L2 learners. We will show that the four groups of learners behave differently when it comes to gender acquisition in French and Italian.

Friday, June 1, 14.30 –18.00h

**Cognitive Processes in Multilinguals:
Comparing simultaneous interpreters and controls**

Simultaneous interpretation is the act of immediately orally translating from one language into another as the spoken message in the first language continues. While some individuals have become interpreters with little or no previous training, most interpreters practicing today undergo substantial training in related tasks, after having been selected based on their expertise in three or more languages. Working memory has been proposed as the cognitive ability most likely to distinguish interpreters from non-interpreter multilinguals, but the findings are contradictory, with some studies finding differences and others not. We propose a four-paper colloquium addressing cognitive processing in simultaneous interpreters to explore the reasons for the controversy and alternate experimental approaches that should permit clearer understanding of the phenomenon.

Our colloquium begins with a brief demonstration by a professional interpreter (Moser-Mercer) of the cognitively complex process of simultaneous interpreting. The two papers that follow attempt to explain the conflicts in the literature on working memory, two (Köpke and Nespoulous and Signorelli et al.) discussing methodological issues that have not previously been controlled for and a next two (Moser-Mercer and Seeber and Kerzel) proposing two additional factors that may override the importance of working memory: expertise and cognitive load.

Chair :
Lorraine K. Obler

Individual papers:

Methodological aspects of working memory assessment in simultaneous interpreters

Barbara Köpke & Jean-Luc Nespoulous

This presentation is an attempt to account for contradictory results in studies measuring working memory capacity in simultaneous interpreters with tasks involving reading/listing span and/or free recall with articulatory suppression (Christoffels, de Groot & Kroll 2006; Köpke & Nespoulous 2005; Padilla, Bajo & Mazico 2005). Both methodological aspects (control groups, modality of stimuli, task timing, etc.) and theoretical implications of these will be discussed.

Aging Memory Skills in Interpreters relative to Non-interpreters

Teresa M. Signorelli, Loraine K. Obler, Henk J. Haarmann, Martin Gitterman

We investigated how working memory changes with age in professional interpreters, individuals with specialized memory talent. Twenty four older and younger interpreters were compared to 21 multilingual controls in four distinct working memory tasks. Preliminary analyses suggest differences in working-memory performance depending on profession, age and aspect of memory in use.

The acquisition of interpreting expertise as a way of circumventing cognitive constraints in SI

Barbara Moser-Mercer

Almost all studies on WM-function in interpreting created an experimental environment requiring the interpreter to act as adaptive rather than routine expert. This might explain why there is no consensus as to the superiority of WM-function in expert interpreters as compared to novices or bilinguals and calls for focused research on the role of expertise in WM-function in SI.

Online Physiological Measures of Cognitive Load: Identifying its locus through pupil dilation

Kilian G. Seeber & Dirk Kerzel

In a within subject design, professional conference interpreters' pupil dilation is measured during the online task under two conditions, interpreting between syntactically symmetrical structures and syntactically asymmetrical structures in an attempt to identify the locus of cognitive load. Results are expected to allow attributing cognitive load demands to particular interpreting strategies.

Friday, June 1, 14.30 –18.00h

Pro-drop, partial pro-drop, and non-pro-drop languages in contact

The program for the proposed colloquium represents a shared interest in the outcomes of contact between languages and language varieties representing distinct options with respect to the licensing and/or distribution of null subjects. The languages studied comprise pro-drop and non-pro-drop pairings (Spanish- English) and pro-drop and partial-pro-drop pairings (Spanish-Shipibo, varieties of Spanish), which allow for an investigation of the interaction of divergent parametric options. The diversity of data elicitation

techniques — interviews, oral narratives, written corpora, and acceptability judgments — permit the study of the interfaces of syntax and discourse/pragmatics as well as potentially intervening factors such as context and genre. The colloquium, chaired by Almeida Jacqueline Toribio, is proposed for a three-hour slot: five twentyminute papers, each followed by a ten-minute question period, and thirtyminutes for overall discussion.

Chair:
Almeida Jacqueline Toribio

Individual papers:

Convergence: Null subjects and agreement in Shipibo Spanish

Jose Camacho, Liliana Sanchez - Rutgers University
Jose Elias Ulloa – SUNY at Stonybrook

Convergence in syntactic representations in the two languages spoken by a bilingual individual has been observed a) when functional features not activated in one of the languages are activated in another (Sanchez 2003, 2004), at the syntax/ pragmatics interface when a syntactic analysis for language A although non-existent in language B is compatible with the input (Hulk and Müller 2001) or when pragmatic conditions are not mastered (Sorace 2000, Serratrice, Sorace and Paoli 2004, Toribio 2004). Morphological convergence on the other hand has been found in bilingual, second language acquisition and creolization processes and it has been analyzed as a case of dissociation between abstract features and morphemes in one of the languages has been found (Prévost & White 1998, Lardiere 1998, 2003, 2005, White 2003, Bao 2005) or as a re-association of features from one language onto morphemes not previously associated with those features in the other language (Lefebvre 1998, Muysken 2000, Siegel 2004, Sanchez 2006). Building on these previous proposals, we present a model of interference that predicts that bilingual speakers of languages with different mappings at the syntax/pragmatics and the syntax/ morphology interfaces will experience cross-linguistic interference and convergence at both. An ideal language pair to test this hypothesis is found in Shipibo-Spanish bilinguals. Shipibo is an Amazonian language spoken in Peru (8,000-20,000 speakers) that lacks subject agreement morphology on the verb (1a) and has a mixed null subject pattern sensitive to person distinctions (1a-b).

- (1) a.* (En) ra atsa bana-ke
I EVID yucca plant-past
“I planted yucca”

b. (Han) ra atsa bana-ke

He EVID yucca plant-past

“(S/He)planted yucca

Spanish, on the other hand, has subject agreement morphology on the verb and is a null subject language sensitive to focus/topic distinctions:

(2) Ayer vi a Luis. Ø(topic)/ El (focus) me salud-**ó**

Yesterday (I) see-1psg past Pedro. Ø (topic) he (focus) me greet-**3sg past**

“Yesterday (I) saw Luis. (He) greeted me”

We report on a study based on the elicitation of oral production in Spanish by 30 adult Shipibo- Spanish bilinguals living in a Spanish-dominant environment. We found evidence of null subjects with persons other than 3rd but also of morphological mismatches between 1st person subject/3rd person verbs (10.58% out of a total of 482 verbs) that indicates inappropriate mapping between features and their PF forms (3), as well as evidence of overt subjects in pragmatically inappropriate contexts (4).

(3) Bueno primer días en Lima **yo** estuvo

Well, first days in Lima *I* was-**3p**

“Well, my first days in Lima, I was ...”

(4) Los primeros días yo.trabajaba en artesanía cuando yo llegué aquí

the first days **I** worked-**1s** in handcrafts when **I** arrived here

“The first days when I got here, I used to work doing handcrafts”

These results support the view that while syntactic properties per se (availability of null subjects) are not subject to convergence, their mapping at the interfaces is.

Pronominal subjects at the interfaces: English learners of Spanish in the CEDEL2 corpus

Cristóbal Lozano, Universidad de Granada

While the syntactic mechanisms licensing the distribution of overt and null subjects are acquired early in L1 English-L2 Spanish, the syntax-discourse interface mechanisms cause long-term deficits (e.g., Liceras 1989, Montrul & Rodríguez-Louro 2006, Pérez- Leroux & Glass 1999). Crucially, evidence for this observation comes only from 3rd person singular data.

This study discusses evidence from a corpus (Corpus Escrito del Español L2) for the full pronominal paradigm:

- i. Deficits are *selective*: production of 1st and 2nd person (sing, plu) is native-like, while 3rd person (sing, plu) is persistently problematic.
- ii. *Bidirectionality*: both overproduction (i.e., incorrect use of overt pronoun in topic contexts) and underproduction (i.e., use of null pronoun in topic-shift contexts) are attested, though overproduction is more frequent (cf. Sorace 2006).

iii. A full *referential NP* (rather than an overt pronoun) is frequently overproduced in topic contexts (which has gone unnoticed in the literature).

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Dialect convergence and English-induced contact in the variable use of subject pronouns in Spanish in New York

Ricardo Otheguy, The City University of New York, Graduate Center

In data drawn from a large, stratified corpus consisting of more than 60,000 verbs produced by over 140 Spanish residing in New York City, evidence for English-induced changes is seen in increases in the use of overt subject pronouns over the course of one apparent-time generation. This finding contradicts previous assessments of the extent of English influence on pronominal Spanish use in varieties of Spanish in the U.S. But in line with analyses that discount the importance of language contact in this area of the grammar of Spanish, detailed analysis of variable and constraint hierarchies in two generational groups suggests a stronger role for inter-dialectal than for interlinguistic contact. However, the expected direction of influence from more to less prestigious dialects does not obtain under the peculiar sociolinguistic conditions prevailing in New York.

Null subject patterns in Dominican speakers: bilinguals in the US vs. monolinguals in the island.

Maria José Cabrera (Rutgers University)

The use of subjects differ among languages: In non-*pro*-drop languages, such as English, overt subjects are always needed; while in *pro*-drop languages, such as non-Caribbean Spanish, subjects can be overt or null. In the latter group of languages, overt subjects have a pragmatic or discursive value, such as contrastive focus (Lipski, 1996). Contrary to that, in Dominican Spanish (DS), although both null and overt subjects are used, overt subject pronouns are not always contrastively focussed (Contreras, 1989; Toribio, 2000), as in the case of English.

This study reports on the use of subjects in interrogatives and statements by two groups of DS speakers: twenty bilinguals living in a Spanish-English contact situation, and forty monolinguals living in the island. The data are obtained from two different tasks: a) Three sets of grammaticality judgments (GJ); and b) three different oral reports (role-play; re-telling a frog story; and narrative –following Flores, 2002). The role-play elicits interrogative sentences, and with the other two tasks they produced statements.

Results. Interrogatives: In the GJ task, monolinguals show a similar preference for preverbal, postverbal and null subjects (around 1/3); whereas bilinguals opt for preverbal subjects (55%), and have a low preference for postverbal ones (7.5%). In the oral task, the bilingual group shows a more balanced distribution among null, preverbal, and postverbal subjects; whereas the monolingual group shows a high preference for preverbal subjects (50.5%). Statements: In the three tasks used (one GJ and two oral tasks), postverbal subjects are the least preferred option by both groups. Whereas the preverbal option was preferred by monolingual and bilingual speakers in the GJ task, and retelling the frog story. In the oral narrative, null subjects are preferred by both groups.

Partial pro-drop and ‘diachronic’ bilingualism

Cristina Martínez Sanz & Juana Licerias, University of Ottawa

Dominican Spanish (DS) could be defined as a partial pro-drop language because it shares some of the characteristics that define these types of languages, namely overgeneration of overt subject pronouns and overt expletives. The presence of these properties has led some researchers to propose that speakers of this variety of Spanish are bilingual in their own language, a situation that is typical of diachronic change in progress. In this paper we compare the pronominal system of DS with the pronominal paradigms of other so-called partial pro-drop languages such as Old French

and Finnish, two typologically different languages that nonetheless display striking similarities, and with the pronominal systems of other Caribbean contact varieties such as Papiamentu, for which the existence of two different pronominal paradigms with different output conditions has been proposed (Kouwenberg 2006).

Saturday, June 2, 14.30 – 16.30h

The Second Language Acquisition of Gender in Dutch

A number of recent studies explore the second language (L2) acquisition of gender by adult learners. Most (eg Franceschina 2005) demonstrate that gender remains non-targetlike for L2 learners; some (eg White et al 2004), however, show that this aspect of a second language is acquirable, even if the L1 has no gender. This colloquium builds upon this previous research by expanding the locus of investigation to different learner populations: in addition to L2 adults, 2L1 and L2 children are also examined. Comparing and contrasting the behavior of different learner groups in one and the same target language, viz. Dutch, allows us to i. determine the differences and similarities between these groups, ii. evaluate the factors - age, input, L1 - contributing to these differences and similarities, iii. deepen our understanding of the representation and processing of gender in bilingual subjects.

Standard Dutch has a two-way gender system: nouns have either common (1a, 2a) or neuter gender (1b, 2b). Gender agreement manifests itself in free morphemes such as definite determiners, (1), and in bound morphemes such as attributive adjectives, (2).

1. a. *de hond* the dog
b. *het konijn* the rabbit
2. a. *een grote hond* a big dog
b. *een groot konijn* a big rabbit

Discussants:

S Montrul (Illinois montrul@uiuc.edu)

N Müller (Wuppertal, nmueller@uni-wuppertal.de)

Individual papers:

Two levels of gender, three groups of learners

E Blom, D Polišenská, F Weerman

(Amsterdam, {w.b.t.blom,d.polisenska,f.p.weerman}@uva.nl)

This presentation distinguishes two levels of gender-encoding in Dutch: Dutch definite determiners, localized in the lexicon, and attributive adjectival inflection, encoded in the grammar (cf. Hawkins & Franceschina 2004). This distinction is shown to be reflected in different acquisition patterns for child and adult learners of Dutch: all learners, irrespective of age, are able to acquire definite determiners and do so in a similar way, making exactly the same kinds of errors. The acquisition of attributive adjectives, however, is age-dependent. Both the child L1 and child L2 groups show a significant tendency towards overuse of the inflected adjective, whereas the adult L2 group overuses both the inflected and the bare adjective. Adjectival inflection in the child groups is gender-sensitive, whereas adults show exactly the same error pattern with neuter and common nouns.

Interface phenomena and deviant/convergent bilingual acquisition

L Cornips (Meertens /KNAW, leonie.cornips@meertens.knaw.nl)

A Hulk (Amsterdam, A.C.J.Hulk@uva.nl)

We will discuss (un)successful bilingual (2L1/child L2) acquisition of neuter gender in the Dutch definite determiner at the interface between lexicon-syntax and morphology. We focus on a linguistic factor, internal to the morpho-syntax of Dutch, which we hypothesize to play a crucial role regarding the particularities of the acquisition path in Dutch. It is assumed that bilingual children are in a (very) unstable stage in which a lot of variation in the choice/spell out of the definite determiner is to be expected and where the initial default choice is predicted to be the most frequent. We discuss if and how children get out of this unstable stage. In particular, we will address the question of whether it is the awareness of the neuter gender selection for diminutives that triggers the specification of the value of the gender feature and its independent status as a grammatical feature.

Age and input in the acquisition of grammatical gender in Dutch

S Unsworth (Utrecht sharon.unsworth@let.uu.nl)

Hulk & Cornips (2006) observe that i. like monolingual children, bilingual children are delayed in their acquisition of the neuter determiner, overgeneralising the common determiner *de*, but ii. unlike L1 children, they fossilise in this stage. H&C relate these findings to, respectively, the

quantitative and qualitative properties of the input, which, for bilinguals is less than for monolinguals, and for the ethnic minority children in their study, often non-standard. The subjects here, English/Dutch bilinguals, are not systematically exposed to the same non-standard input as ethnic community children. Like these ethnic minority children, however, the quantity of input they are exposed to is considerably less than that for monolinguals. It is therefore predicted that although the English/Dutch bilinguals may overgeneralise *de*, they will not fossilise in this stage. The results partly confirm this prediction. They also suggest that i. bilinguals, whose other language has no syntactic gender, can acquire this feature; and ii. lengthy and intense exposure are necessary but might not be sufficient for targetlike acquisition.

L2 Processing of Dutch Grammatical Gender: When does L1 help L2?

L Sabourin (Oregon sabourin@uoregon.edu)

L Stowe (Groningen l.a.stowe@let.rug.nl)

One of the continuing debates in the literature is what effect the structure of L1 has on L2 acquisition. In this paper we discuss the effects of L1 on L2 processing of agreement processes. Off-line data suggest that L2 learners, advanced learners of Dutch, know the agreement patterns, that is that they have access to the correct structures. This is the case even when the source language does not have the same agreement pattern. Nevertheless in performance, agreement is not always used as successfully as on-line knowledge would suggest. We investigated n-line processing of agreement using (ERPs) acquired during L2 processing of agreement, focusing on the event-related potential P600 effect, which has been found in both L1 and L2 processing. This is a response to ungrammatical sequences. The results demonstrate that the L2ers only show native-like processing of grammatical gender under limited circumstances. A major requirement is that the L1 have a construction which is very similar to the construction in L2. We interpret these findings as suggesting that under circumstances of similarity, processing routines may be transferred from L1 to L2. We will further refine the concept of structural similarity during our discussion.

Saturday, June 2, 14.30 – 16.30h

Language Contacts in the Former Soviet Union

The sociolinguistic situation in FSU differs in many respects from that of a traditional majority-minority setting. The present colloquium is a collection of

case-studies that illustrate the diversity and complexity of contact situations. In each case Russian plays a prominent role but the results are different: contacts between closely related varieties and reversal of language shift (Ukraine); the emergence of Russian-lexifier pidgin (Taimyr); a language with a developed literary tradition, contracting under the impact of Russian (Tatarstan); and rapidly growing non-Russian impact on Russian that results in the emergence of new local Russian variety (Estonia).

Chair:

Anna Verschik (Tallinn University) anna.verschik@tlu.ee

Discussant:

Aneta Pavlenko (Temple University, Philadelphia) apavlenk@temple.edu

Papers to be presented are:

Ukrainian-Russian language contacts: macro and micro dimension

Svitlana Melnyk (Kyiv University) szvitlana@yahoo.com

The paper stresses the importance of the balance between micro and macro analysis in sociolinguistic research. In societies where languages do not share equal status and power linguistic practices can not be separated from ideological context. The case study on Ukrainian-Russian language contacts concentrates on a wide range of cross-linguistic influence on all language levels, as well as on “surzhik”, a stigmatized mixed variety.

What kind of pidgin is Taimyr Pidgin Russian?

Dieter Stern (Humboldt University) sterndie@cms.hu-berlin.de

Taimyr Pidgin Russian (TPR) differs in some respects from other pidgins. It has almost completely adopted verbal inflexions from its Russian lexifier. The paper argues that TPR is at the same time a pidgin and the result of language death. A case will be made for TPR being gradually derived from more elaborate creole-like languages rather than emerging from a classical first-contact setting.

Language shift and the linguistic repertoire of urban bilingual Tatars

Suzanne Wertheim (University of Maryland) suzannewertheim@gmail.com

A language undergoing the process of multigenerational shift can be seen as contracting along multiple dimensions. I use the case of Tatar in Tatarstan, a

contracting language that has been ceding ground to Russian for decades, to examine both the structural nature and sociolinguistic meaning of the range of styles used by urban bilingual Tatars. Somewhat ironically, the code-mixed styles used when not “performing” minority identity may lead to a less “pure” minority language over time.

Russian-Estonian code-switching as „negotiation” strategy

Anastassia Zabrodskaja (Tallinn University) anastaza@tlu.ee

The aim of this paper is to analyze „negotiation” patterns found in multilingual communication among Russian- and Estonian-speaking teachers in Russian school of Kohtla-Järve, a predominantly Russian-speaking city in the northeastern corner of Estonia. The informal conversational data, including the data in the questionnaire, was collected in 2003–2006. The interviews were held in both languages and are analyzed from the conversational point of view. Following Thomason’s (2001: 142) concept the „negotiation” is viewed here as a process where speakers adjust their grammar and/or lexicon to make it more similar to that of their interlocutors.

Estonians use participant’s language to show their solidarity or to help during the conversation Russian-speaking teachers, whose Estonian is very poor. An interlocutor can use the partner’s dominant language. The language choice patterns are to a great extent related to the level of education and age. The results show that younger Russian-speaking teachers, who have graduated from Estonian Universities, use with Estonian colleagues more Estonian and less Russian compared to older generation.

The more formal the situation is, the more Estonian is chosen. The conversations between the headmaster, director of studies and Estonian-speaking teachers are only in Estonian. This means that it is not unusual for the Estonian- and Russian-speaking teachers to use „negotiation” strategies. In less formal situation „negotiation” is more likely to take place.

The paper demonstrates that „negotiation” contributes to the emergence of numerous compromise forms that are absent from the respective monolingual varieties. It is not regarded as a factor that causes language decline, but rather as an indicator of new local Estonian Russian variety.

Thomason, S. G. 2001. *Language Contact*. Edinburgh: Edinburgh University Press.

Thursday, May 31, 14.00 – 17.30h

Communication disorders among bilingual speakers

Communication disorders are a problem for a number of people around the world. However, language disorders are rarely studied within the context of bilingualism. This is despite the fact that the majority of individuals who are affected by acquired language disorders are multilingual. Studies of polyglot aphasic speakers reveal important conceptual insights about the cognitive and neurological factors involved in multilingualism and have an impact on the assessment and the rehabilitation of aphasic speakers. The aim of this colloquium will be to present original papers by leading researchers working in the field of language disorders and to examine the different patterns of speech and language disorders among polyglot speakers who have varying proficiency in their native and non-native languages. The colloquium will include papers from researchers who are working in six different countries and will report on issues affecting Afrikaans-English, Bengali-English, Hebrew-English-French, German-French, Italian-Spanish, Spanish-English and Welsh-English aphasic speakers. The theme of the colloquium will reflect the question: How does the study of aphasic speakers contribute to understanding multilingualism? Each paper will answer this question in a different way using experimental, case study and brain imaging methods. The presentations will begin with psycholinguistic and cognitive neuropsychological accounts of the phenomenon of bilingual aphasia in two papers by Dr Marie Josephe Tainturier from the University of Wales (Bangor) and Dr Martine Poncelet from the University of Liege. The next three presentations will focus on treatment and rehabilitation of aphasia in papers by Dr Swathi Kiran from the University of Texas Austin, Dr Mira Goral, from City University New York and Dr Stephen Croft from City University London. Dr Claire Penn from University of Witwatersrand will then present a paper discussing the socio-cultural factors that are important in understanding the clinical phenomena in bilingual aphasia. The final presentation by Dr Jubin Abutalebi from the University of Milan will discuss brain imaging studies of the neural substrates of language switching and recovery in bilingual aphasia. Each speaker will have a minimum twenty minutes for presentation followed by questions. Professor Ria de Bleser from the University of Potsdam will act as a discussant in the final part of the colloquium. We request an allocation of the maximum three hours for the colloquium and longer if possible.

Chair:

Dr Brendan Weekes, University of Sussex (bsw@biols.susx.ac.uk).

Co-chair:

Dr Sam Po Law, University of Hong Kong (splaw@hkucc.hku.hk).

Discussant.

Professor Ria De Bleser, Institute of Linguistics, University of Potsdam, Germany (debleser@ling.uni-potsdam.de)

Individual papers:

Reading and spelling deficits in Welsh/English bilingual stroke patients

Marie-Josèphe Tainturier, Jennifer Roberts, Susi Schiemens and Charles Leek
School of Psychology, University of Wales, Bangor, UK

In English, the relationship between the written and spoken forms of words can be quite opaque so that it has been argued that skilled reading requires the use of two distinct procedures: 1. A sublexical grapheme/phoneme mapping process allowing the correct reading of regular words (CAT) and new words or pseudo-words (ZAT). 2. A lexical process that allows the correct reading of irregularly spelled words such as TWO. A common assumption is that English readers develop a sight vocabulary for all familiar words. In contrast, the orthography of Welsh is very transparent. In theory, all words can be read successfully via a sublexical process and there is no requirement to develop a sight vocabulary. This raises the possibility that patients with sublexical damage may have deficits restricted to pseudo-words in English, but that may extend to words in Welsh. To test this hypothesis, we compared reading performance in Welsh versus English in 10 bilingual stroke patients. The English reading test included 40 irregular words, 40 regular words and 40 pseudo-words. The Welsh test included 40 words (necessarily regular) and 40 pseudo-words. The lists were matched for word length, frequency, imageability and grammatical category. The results reveal that performance is remarkably similar across languages. Most patients show an advantage for reading words over non-words, irrespective of the language in which they are reading. This does not support the hypothesis that orthographic transparency determines the type of cognitive processes used in reading.

A multiple case study of word frequency, grammatical class, familiarity and age of acquisition effects on L1 and L2 naming in bilingual aphasia

Martine Poncelet^{1,2} (Martine.Poncelet@ulg.ac.be), Sabine Warginaire², Kerin Bodarwé^{2,3}, & Steve Majerus^{4,5}

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²Neuropsychological re-education Centre, Come-Back, Eupen, Belgium;

³Department of Psychology, University of Louvain-La-Neuve, Belgium;

⁴Cognitive Psychopathology Unit, University of Liège, Belgium;

⁵Fonds National de la Recherche Scientifique (FNRS), Belgium

Despite an increasing literature of language recovery in bilingual aphasia, detailed psycholinguistic accounts of language processing in bilingual aphasia are still lacking. The aim of the present study was to carry out a psycholinguistic exploration of object and action naming in two anomic patients with a German-French bilingual background. The two patients were administered 162 pictures depicting objects and 100 pictures depicting actions, each set of pictures being equally divided in three lexical frequency, three familiarity and three age of acquisition ranges. Both patients were asked to name the pictures in German and French, on two separate occasions. We observed consistent cross-linguistic grammatical class, lexical frequency, age of acquisition effects and familiarity effects on naming performance in the first patient, and consistent cross-linguistic grammatical class and age of acquisition effects in the second patient; in this patient, lexical frequency and familiarity effects were significant for French naming and there was also a small although non-significant effect of these variables on German naming (the more preserved language in that patient). Furthermore, there was a highly significant correlation between French and German naming in both patients. These results highlight a qualitatively similar impact of psycholinguistic variables on naming deficits for L1 and L2 lexicons in bilingual anomic patients, and support theoretical models that assume the existence of strong interdependencies between L1 and L2 lexicons. Furthermore, these neuropsychological data also support recent functional neuroimaging studies in healthy bilingual adults suggesting the existence of very similar neural networks for L1 and L2 processing.

Effect of semantic based naming treatment in bilingual aphasia rehabilitation: A follow up study.

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Communication Sciences & Disorder, University of Texas at Austin, Austin, TX, 78712.

In a previous study, we have shown that training lexical retrieval in one language resulted in cross-language generalization in an organized and efficient fashion (Edmondson Kirian, 2006). Data from three bilingual patients with aphasia revealed that in an equally proficient individual, training in one language resulted in within language and cross language generalization. In two bilingual patients who were pre-morbidly more proficient in one language, training the less proficient language resulted in greater generalization to the untrained more proficient language. The present experiment was aimed at expanding this finding to examine other factors that might influence cross linguistic generalization in a follow-up study with two bilingual individuals

with aphasia. One participant (P1), an 82 year old woman presented with equal levels of pre-morbid language proficiency and equal degree of post morbid naming impairment across Spanish and English. The other participant (P2), a 56 year old woman, demonstrated equal pre-morbid language proficiency in both languages, but was more impaired in Spanish than English following her stroke. Results revealed that semantic feature treatment to facilitate lexical retrieval resulted in improved access for the trained items and within language generalization to the untrained items. Cross language generalization were more complex and appeared to depend upon factors including language proficiency, level of language impairment.

References

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Differential Recovery and Language Treatment Effects in a Trilingual with Chronic Non-fluent Aphasia

Mira Goral¹ (mira.goral@lehman.cuny.edu), Erika Levy², and Rebecca Kastl²

1 Lehman College, The City University of New York

2 Teachers College, Columbia University

We conducted a language treatment study with a trilingual Hebrew-English-French speaker with chronic non-fluent aphasia. Initial assessment revealed differential recovery of his three languages. Hebrew (his first language, but one rarely used at the time of the aphasia onset) demonstrated the best recovery, followed by English, his second language and the dominant language in his environment. French, his third language and the one spoken at home with his family, was the least recovered language. Treatment was provided in English; two 9-session treatment periods (three hours of treatment per week for three weeks) were administered, one focusing on syntactic skills, the second focusing on lexical-retrieval skills. The target language components were determined on the basis of the initial assessment and the participant's wishes. Treatment was conducted long-distance, employing teleconferencing technology, because the participants and the researchers lived in different states. Pre- and post-treatment measurements were collected in all three languages and included narrative-elicitation and word-list generation tasks. In this presentation, we will report on the participant's performance on syntactic and lexical-retrieval measures in his three languages prior to and following each treatment period.

Treatment of word finding difficulties in bilingual aphasia

Stephen Croft (s.croft@city.ac.uk), Jane Marshall (j.marshall@city.ac.uk), and Tim Pring (t.r.pring@city.ac.uk), Department of Language and Communication Science, City University, London, UK

Interest in bilingual aphasia is growing as researchers realise that the number of bilingual people with aphasia is potentially far greater than was once imagined. However, evidence regarding the treatment of bilingual language disorders is still extremely limited: both Roberts (1998) and Fabbro (1999) have identified the need for more research to be carried out in this area.

As anomia is a common symptom of bilingual (as in unilingual) aphasia (Stadie, Springer, de Bleser, & Bürk, 1995), this study explores the outcomes of word finding therapy with a group of five speakers of Bengali and English with aphasia. A number of questions are explored:

- Does word finding treatment result in improved noun naming with people with bilingual aphasia?
- If therapy improves naming in one language, do gains generalise cross-linguistically?
- As semantic processing is more likely to be a centralised process and phonological processing language-specific (de Bot, 1992), does semantic therapy result in more cross-linguistic gains than treatment utilizing phonological tasks?
- In the UK, at least, most speech and language therapists are unilingual English speakers; therefore can therapy be effective when it is carried out through a bilingual coworker?

Results are inconclusive, although 4 of the 5 participants demonstrated some improvements to noun naming in at least one language. More detailed analysis and implications for treatment will be discussed.

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Bilingual aphasia in South Africa: The influence of contextual variables

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The cultural context in which assessment and therapy take place is frequently disregarded in aphasia, though it provides probably the most powerful explanation for many of the features we see and the key to most aspects of therapy and long term outcome. This paper will illustrate the relationship between cultural factors and aphasia, by considering in detail the narrative discourse of persons with mild to moderate aphasia and of matched controls from a strongly bilingual tradition, in the unique socio-political context of South Africa. A series of studies will be reported on, which used a narrative discourse battery. Analysis of aphasic and control samples from two age groups will demonstrate that certain tasks and analysis frameworks will allow highly significant cultural and contextual features to emerge which have strong implications for the clinician and shed light on language processing in general. A number of the stylistic and syntactic aspects observed, reflect the compensatory efforts of a group whose sociolinguistic status provides well practiced shift strategies. Those individuals with aphasia therefore seem to have a particularly well stocked armamentarium of strategies for deployment during conversational interchange. This paper will focus on the nature of language alternation (code switching and mixing) lexical and syntactic convergence in bilingual persons as well as the management of the verb, tense shifts reported speech and word order. The study of specific linguistic aspects in two languages and in aphasic and control participants provides the opportunity to separate normal from compromised processes and to examine compensatory strategies operating independently of specific properties of discourse.

The activation threshold hypothesis! Er-fMRI, DCM and DTI evidence of bilingual aphasia.

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The activation threshold hypothesis is one of the major accounts explaining differential recovery in bilingual aphasia (i.e., selective recovery of one language). Following this account, differential recovery in bilinguals is not due to differences in brain representation of languages but rather because the

unrecovered language receives less activation (cfr. Paradis, 1998) or because it is inhibited (cfr. Green, 1998).

In the present study, we studied a bilingual aphasic who underwent speech therapy only for his second language although he presented the tendency to recover in his native language. Behavioral results showed selective recovery only for the language in which speech therapy was carried out. This finding was paralleled by the brain plasticity that took place only for the trained language as shown by our fMRI results. Strikingly, the DCM analysis investigating the strength of selected neural connections showed crucial differences for those brain connections underlying ‘language control’.

Friday, June 1, 14.30 –18.00h

**Bilingual and Multilingual Acquisition of Chinese Children:
Theoretical and Methodological Issues**

This Colloquium focuses on theoretical and methodological issues of bilingual and multilingual first language acquisition (BAMFLA) of Chinese children. The languages involved include: Mandarin, Taiwanese (Hokkien), Cantonese, English and Spanish. Some of the language combinations are studied for the very first time, e.g. Taiwanese-Spanish-Mandarin. The theoretical and methodological issues to be considered include: typological and cross-linguistic influence and transfer in BAMFLA; syntax-pragmatics interface in BAMFLA; language dominance and the role of the weaker language; and phonological saliency and BAMFLA. The Colloquium will be chaired by Professor Li Wei (Birkbeck, University of London) and Dr Ruying Qi (University of Western Sydney). Professor Virginia Yip (Chinese University of Hong Kong), who is a keynote speaker at the Symposium, and Professor Stephen Matthews (University of Hong Kong) will be the Discussants.

Convenors:

Li Wei, li.wei@slc.bbk.ac.uk

Ruying Qi, ruying.qi@optusnet.com.au

Discussant:

Virginia Yip, cymatt@arts.cuhk.edu.hk

Stephen Matthews, matthews@hkucc.hku.hk

Papers to be presented are:

The acquisition of functional categories in nominal expressions by bilingual Mandarin-English and monolingual Mandarin-speaking children.

Meiyun Chang-Smith, Australian National University
(m.changsmith@uq.edu.au)

Based on collective empirical evidence to date, there seems to be a broad consensus that bilingual children are able to differentiate the two grammatical systems in their mental representation of linguistic knowledge from very early on once they have access to underlying grammatical knowledge. Clearly, however, the early grammatical systems still need to undergo subsequent changes during the course of development before reaching their mature targets. One essential question to ask is whether, during the course of these further developments, cross-linguistic interaction between the two systems may occur. The picture with regard to cross-linguistic interaction remains rather mixed. There are currently two opposing views for addressing bilingual grammatical development. The *autonomous development hypothesis* proposes that the two systems develop *independently* of each other, comparable to monolingual acquisition of the respective languages. By contrast, the *interdependent development hypothesis* proposes that development of the two systems occurs interdependently, i.e., one of the languages can serve as a developmental guide for the other.

The present study explores whether there are differences in the early grammatical development of balanced Mandarin-English bilinguals in comparison with monolinguals of the respective languages. Specifically, the study identifies the developmental sequence of functional categories (DP, NumP, CIP) in Mandarin nominal expressions of a bilingual child Ralph, who was acquiring Mandarin and English simultaneously since birth, and compares with that of a monolingual Mandarin speaking child Bing. The developmental sequence for the monolingual subject Bing has been identified recently based on transcriptions of video recording data (age range from 1;8.22 to 2;2.25). This was augmented by analysis of Ralph's diary data, which began from the onset of the one-word stage (0;10.16), since this earliest stage was not captured in the Bing Corpus. By using both diary data and video recording data for Ralph, the present study completes the picture of Ralph's development from the onset of the one-word stage to the emergence of the full-fledged DP structure of the form [D + Num + Cl + N]. Ralph was video-recorded at two to three weekly intervals during free play sessions at home, mostly together with one adult interlocutor. All of his nominal expressions are transcribed, coded and analysed. This work thus provides valuable new empirical data for exploring the autonomous development hypothesis for bilingual grammatical development. I will present the preliminary results of my analysis of the comparative developments of the bilingual and

monolingual subjects, which bear implications for the questions as to whether the two developing grammars of the bilingual child occur interdependently and whether cross-linguistic interaction occurs between them during the course of development.

Cross-linguistic transfer in double object and prepositional datives of Cantonese-English bilingual children

Chenjie Chloe Gu, Chinese University of Hong Kong
(gcj_tsinghua@yahoo.com.cn)

Analysis on 6 Cantonese-English bilingual children's longitudinal data from the Hong Kong Bilingual Child Language Corpus (Yip and Matthews, in press) reveals that bilingual subjects find English prepositional datives difficult to acquire. All these children's double object datives are generally target-like, but compared to monolingual English-speaking children (Viau, 2006), there is a larger temporal gap between the acquisition of double object dative and the acquisition of prepositional dative in bilingual children. Also, 2 Cantonese-dominant children produce a high proportion of English prepositional datives with the ungrammatical Goal < Theme order (1):

- (1) Will buy [GOAL for Kenny] [THEME that]. (Llywelyn 3;04;17)
I buy [GOAL for you] [THEME the bear] okay ? (Sophie 2;05.30)

Also, one of these two children conflates *to* and *for* in several cases with the most frequently used dative verbs (2):

- (2) I want to buy something to this pencil. (Sophie 2;10;10)
I give for you. (Sophie 2;08;21)

The 2 children's non-target English prepositional datives exhibit cross-linguistic influence from Cantonese, as a similar non-target Goal < Theme order is also discovered in both bilingual and monolingual Cantonese-speaking children's Cantonese prepositional datives (3), and Cantonese datives do not differentiate *to* from *for* but use *bei2* in all circumstances.

- (3) maai5 [GOAL bei2 ngo5] [THEME cin2] .
buy give me money
"buy for me money" (Sophie 2;05.02)

Language dominance is viewed as the major determinant for these transfer effects. Compared to Cantonese-dominant children, English-dominant children have fewer problems in English prepositional datives. Also, for those Cantonese-dominant children who create non-target prepositional dative structures, one possible reason is that the input of Cantonese datives contains null object, and based on such input, these children may infer that the non-target Goal < Theme order is also a possible structure of that language.

Pronoun acquisition in a Mandarin-English bilingual child

Ruying Qi, University of Western Sydney, Australia
(ruying.qi@optusnet.com.au)

The study addresses the hypothesis that bilingual children are better at learning formal, complex structures than monolingual children through a systematic analysis of developmental changes in the process of a bilingual child's acquisition of person pronouns in production (age 1;7 to 4;0). Findings from the present study are presented in terms of order of emergence and production patterns of each pronoun in Mandarin and English. The results show that this bilingual child adopts an analytic (bottom-up) approach in Mandarin but a synthetic (top-down) approach in English. Further, this study provides some evidence of the role of the weaker language in bilingual language development as well as the nature and extent of the early separation and interaction of two linguistic systems in a language environment which is fundamentally dissimilar to the one-parent-one-language setting.

The word order acquisition of the Cantonese *bei2*(give)-dative construction: a vulnerable domain for both monolingual Cantonese and bilingual Cantonese-English children

Angel Chan, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany (angelwschan@gmail.com)

This paper focuses on the role of input properties in the early word order acquisition of the Cantonese *bei2*(give)-dative construction. Based on corpus analyses of the child-directed speech, the study shows why the Cantonese input properties are not conducive to the word order acquisition of this construction, given the prevalence of null and displaced arguments in the adult input. Empirical evidence is presented to support the claim that the word order acquisition of this construction is a vulnerable grammatical domain for both monolingual Cantonese children and bilingual Cantonese-English children early on.

Cross-linguistic evidence of phonological saliency in early multilingual language acquisition: Taiwanese-Spanish-Mandarin

Hsueh-Yin Cherry Yang, Newcastle University, UK
(hsuehyin2002@yahoo.com.tw) and Zhu Hua, Birkbeck, University of London (zhu.hua@sllc.bbk.ac.uk)

Phonological Saliency (PS) is a theoretical concept that aims to account for cross-linguistic similarities and differences in early sound acquisition that was

developed 4 from studies of monolingual children. This paper provides evidence from a multilingual child's early words. The child is exposed to Taiwanese, Spanish and Mandarin simultaneously. Longitudinal data shows interesting cross-linguistic differences in early sound features. The paper aims to evaluate the applicability of PS in accounting for the differences. The results of the study have implications for understanding language dominance, the role of input, the role of the weaker language and cross-linguistic influence and transfer.

Saturday, June 2, 14.30 – 16.30h

Mapping Language Switching in the Bilingual Brain

This Colloquium focuses on the uniquely bilingual phenomenon of language switching (LS) - the alternation of languages during communication. While LS has been studied extensively from grammatical, social-interactional and psychological perspectives, it has received relatively little attention from a cognitive neuroscience perspective. Recent and continuing advances in human brain imagining technologies allow us to explore the neural foundations of LS in more systematic depth. The papers of this Colloquium report some of the latest brain imagining studies of LS that will help to further our understanding of the phenomenon as well as its implications for the cognitive representation and functioning of the bilingual brain.

Chair:

Li Wei, PhD, Professor of Applied Linguistics, Birkbeck, University of London (li.wei@sllc.bbk.ac.uk)

Li-Hai Tan, PhD, Director, State Key Lab of Brain & Cognitive Sciences, University of Hong Kong (tanlh@hku.hk)

Jubin Abutalebi, MD, Assistant Professor of Psychology, University Vita Salute San Raffaele, Italy and Associate Researcher, Interdisciplinary Center for Cognitive Sciences, University of Potsdam, Germany (abutalebi.jubin@hsr.it)

Discussants:

Peter Fox, MD, Editor of Human Brain Mapping, Director of University of Texas Health Science Center, USA (HBMPTF@uthscsa.edu)

David Green, PhD, Co-Editor, Bilingualism, Language & Cognition, Department of Psychology, University College London (d.w.green@ucl.ac.uk)

Individual papers:

LS during Comprehension: an er-fMRI study in bilinguals

Jubin Abutalebi ^{°*}, Simona M Brambati [°], Jean-Marie Annoni [§], Andrea Moro [°], Stefano F Cappa [°], & Daniela Perani [°]

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Language switching refers to the alternation of languages during communication in bilinguals. Functional neuroimaging studies and bilingual aphasia data have supported the idea that the left prefrontal cortex may subserve the cognitive mechanism responsible for switching at least for language production. In the present study we addressed the neural basis of language switching during language comprehension. Event-related fMRI was carried out in 12 bilinguals early bilinguals, while listening to narratives containing ‘switched passages’. These switches could either respect the constituents of sentence structures (i.e., regular switches) or violate the constituents (i.e., irregular switches).

Our results indicate first that switching per se engaged an extensive neural network including bilaterally prefrontal and temporal areas. Second, a clear dissociation was observed for the types of switches: regular switches entailed brain activity more closely related to the processing of lexical aspects such as the posterior part of the inferior temporal gyrus and Wernicke’s area while the brain activity related to the irregular switches engaged areas more closely related to syntactic and phonological aspects of language processing such as Broca’s area and the left inferior parietal lobule. Finally, when switching into the ‘weaker’ language, we observed the selective engagement of neural structures putatively involved in cognitive and executive control suggesting that switching into a less exposed language may be in need of more ‘controlled’ processing.

Syntactic interference in bilingual naming performance is modulated by LS: An electrophysiological study

Antoni Rodriguez-Fornells, Institutio Catalana de Recerca i Estudis Avancats (ICREA) and the Faculty of Psychology of the University of Barcelona.

Tobias Lutz and Thomas F. Munte Dept. of Neuropsychology, University of Magdeburg

Germany Bilingual individuals need effective mechanisms to prevent interference of one language when attending to the other language. An

unresolved issue in bilingualism concerns the cognitive mechanisms that regulate and control the use of different languages and prevent interference between them. In the present investigation we used event-related brain potentials (ERPs) in a tacit Go/noGo picture naming task in which a group of German/Spanish bilinguals and a group of monolinguals had to decide by button press which syntactic gender an object presented in the center of a videoscreen had. For bilinguals, a language switch was introduced every eighteen trials. Critically, half of the stimuli presented had the same gender in Spanish and German (coincidence condition) and the other half not (non-coincidence condition). Bilinguals showed grammatical gender interference compared to monolingual performance. In addition, the Go/noGo - switching paradigm allowed to investigate the interaction between switching and gender interference by comparing switch-trials vs. non-switch trials in both gender conditions. Electrophysiological and behavioral data of the present study show that bilinguals can not suppress the gender representation of the non-target language completely, at least in mixed-language environments.

LS and language proficiency involve increased executive function in late bilinguals

Arturo Hernandez, Department of Psychology, University of Houston
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Recent work in the bilingual literature has found that proficiency plays a role in the extent of neural activity in word production tasks (Abutalebi, Cappa, & Perani, 2001), an effect which has been found in studies using the picture naming paradigm (De Blesser et al., 2003). Previous studies in our laboratory have found increased activity in dorsolateral prefrontal cortex for conditions of language switching relative to a blocked language condition (Hernandez et al. 2000; 2001). However, these studies found no differences between a bilingual's two languages. In the current study, twelve Spanish-English bilinguals, who had learned English later in life, were asked to name pictures covertly in either Spanish or English while being scanned with functional Magnetic Resonance Imaging (fMRI). Comparisons between language switching and language blocked conditions revealed increased activity in the anterior cingulate gyrus and the dorsolateral prefrontal cortex (DLPFC). Results revealed increased activity in the right insula, anterior cingulate gyrus and dorsolateral prefrontal cortex (DLPFC) as well as the left fusiform gyrus during second language (L2) object naming relative to the native language (L1). These results suggest that picture naming in L2 and during conditions of language switching involve increased activity in areas associated with executive function. Picture naming in a less proficient L2 involves more effortful processing, which results from having to make a link between object

representations and articulatory codes. Taken together our results suggest that L2 picture naming is similar in some respects to language switching.

The Neural Systems Underlying Language Competition and Selection in Bilinguals

Li Wei (University of London) K.K. Luke (University of Hong Kong)

Alice H.D. Chan (University of Hong Kong)

Wai Ting Siok (University of Hong Kong)

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The neurocognitive mechanisms underlying proficient bilinguals' language selection are unknown. According to one prominent theory, bilinguals are able to effectively filter out words in the non-target language and selectively shut down one lexicon to prevent interference (Scarborough, Gerard, & Cortese, 1984; Rodriguez-Fornells et al., 2002). Alternatively, it is hypothesized that access to the meaning of words in either of the two languages occurs very quickly (Crinion et al., 2006) and, thus, successfully monitoring and controlling the language in use entails inhibitory processes by which words competing for representation and selection in the non-target language are suppressed (Green, 1998a, b). By using functional magnetic resonance imaging (fMRI) and a language-switching paradigm, we identified two areas, the fusiform gyrus and dorsal V2/V3, that tracks activation associated with degree of competition in the bilingual lexicosemantic systems. This finding provides the support for the second theory. In Experiment one, 16 Chinese-English early bilingual subjects viewed four words on each trial and were required to decide whether or not the four words were from the same semantic category. On some trials, the four words were from two languages. On other trials, the four words were all from Chinese, the dominant language. Brain activations from the mixed languages condition contrasted with that from the one language condition showed that bilateral fusiform gyrus and dorsal V2/V3 were heavily involved in the language switching condition ($p < 0.001$; voxel > 10 ; uncorrected).

To determine whether the above cortical activity pattern is due to simple language switching or is relevant to competition of words in the dominating (Chinese) lexicosemantic system, we conducted Experiment two where three conditions were manipulated parametrically:

- (1) All words in a sentence were written in Chinese, the subjects' dominating language;
- (2) A sentence was written with one word in English and other words in Chinese;

(3) A sentence was written with one word in Chinese and other words in English.

If words in the dominating language (Chinese) are accessed quickly and in competition with words in the non-dominating language (English), as assumed by the second theory, we predicted that Condition 2 would produce low competition because only one English word was embedded in a Chinese sentence (the Chinese equivalent of that English word would be accessed quickly and in competition). In contrast, Condition 3 would generate high competition because Chinese equivalents of many English words in this condition would compete in the lexicosemantic systems. Condition 1 contained no competition due to Chinese being the dominating language. Experiment 2 showed that the activation of bilateral fusiform gyrus and the dorsal V2/V3 increased with the increase of competition levels. Bilateral mid-inferior frontal regions and parietal cortex, areas known to be relevant to competition and response monitoring, were also strongly activated. This study is the first study that demonstrates that the fusiform gyrus and the dorsal V2/V3 regions track activation associated with the levels of competition in a language task. Competitors for representation and selection in the bilingual brain are suppressed by these two brain areas.

Friday, June 1, 14.30 –18.00h

**Rezeptive Mehrsprachigkeit und Interkomprehension
(Receptive Multilingualism and Intercomprehension)**

The language of the colloquium is German, the speakers will provide materials in English for participants less proficient in German. In the discussions contributions in English are welcome.

Seit einigen Jahren werden auf politischer und linguistischer Ebene Mehrsprachigkeitskonzepte diskutiert, mit denen der zunehmenden Globalisierung sprachlich Rechnung getragen werden kann, ohne dass die kulturellen Identitäten unterschiedlicher Sprachgemeinschaften geopfert werden. Je nach Ausgangspunkt der Betrachtung und den linguistischen Voraussetzungen finden man unterschiedliche Bezeichnungen für ähnliche Methoden einer mehrsprachigen Kommunikation, bei der sich die Kommunikationspartner nicht auf eine Diskurssprache einigen, sondern unterschiedliche Sprachen verwenden.

Als ‚Semikommunikation‘ wird traditionell die mündliche Verständigung zwischen Sprechern nah verwandter Sprachen bezeichnet, im Falle von entfernt oder nicht verwandten Sprachen spricht man vom ‚polyglotten Dialog‘, und im schriftlichen Bereich von ‚Interkomprehension‘. Als

Oberbegriff für diese unterschiedlichen Phänomene bietet sich der Begriff ‚rezeptive Mehrsprachigkeit‘ an.

Ziel des Kolloquiums ist es, die Gemeinsamkeiten unterschiedlicher Formen der rezeptiven Mehrsprachigkeit zu beschreiben, um zu einer präziseren theoretischen Durchdringung zu gelangen, die für eine praktische Anwendung solcher Konzepte notwendig ist. Diskutiert werden sollen theoretische, historische, experimentelle, empirische und didaktische Aspekte.

Chair:

Ludger Zeevaert; Universität Hamburg; zeevaert@uni-hamburg.de

Individual papers:

Der polyglotte Dialog

Andrea Bogner/Barbara Dengel

Der Beitrag beschäftigt sich mit dem polyglotten Dialog, einer Form des rezeptiv mehrsprachigen Diskurses zwischen nicht verwandten und daher gegenseitig nicht verstehbaren Sprachen. Der polyglotte Dialog wurde als Lösungsweg für die kommunikativen Herausforderungen vorgeschlagen, wie sie sich in mehrsprachigen Ländern wie zum Beispiel der Schweiz stellen, aber auch als Alternative zur Lingua-Franca-Kommunikation bei internationalen wissenschaftlichen oder geschäftlichen Begegnungen. Diese Form der Kommunikation erfordert bei allen beteiligten Sprechern ein Mindestmaß an rezeptiver Kompetenz in allen beteiligten Sprachen und setzt gleichzeitig im Vergleich zu monolingualen Kommunikationssituationen eine Reduzierung der Ansprüche an das Verstehen voraus. Im Beitrag werden empirische Daten eines Workshops präsentiert, die die Probleme, aber auch die Möglichkeiten dieser speziellen Form der multilingualen Kommunikation illustrieren.

Interkomprehension in der germanischen Sprachfamilie – Theoretische Voraussetzungen und praktische Implementierung

Britta Hufeisen

In diesem Beitrag geht es um die allgemeine Einführung in das Konzept „EuroCom – Interkomprehension zwischen (verwandten) Sprachen“. Nach einem kurzen Bericht über die Genese des Gegenstandes und die Anfänge des EuroCom-Projektes werden die Hauptunterschiede zwischen den EuroCom-Familien Rom, Slav und Germ diskutiert. Abschließend werden die grundlegenden spracherwerbtheoretischen Aspekte vorgestellt und über die konkrete Arbeit im Bereich EuroComGerm berichtet.

Literaturhinweise:

Duke, Janet/Hufeisen, Britta/Lutjeharms, Madeline (2004), Die sieben Siebe des EuroCom für den multilingualen Einstieg in die Welt der germanischen Sprachen. In: Klein, Horst G./Rutke, Dorothea (Hg.) (2004), *Neuere Forschungen zur Europäischen Interkomprehension*. Aachen, Shaker, 109-134.

Hufeisen, Britta/Marx, Nicole (Hg.) (im Druck), *EuroComGerm – Die sieben Siebe. Germanische Sprachen lesen lernen*. Aachen, Shaker.

Interlinguales Erschließen von Texten in unbekannt Sprachen

Nicole Marx

Nach der Interkomprehensionsdidaktik sollten Sprechende einer Sprache weitere, etymologisch verwandte Sprachen lesen und verstehen lernen, entweder separat voneinander (wie z.B. im IGLO-Ansatz) oder gleichzeitig (wie z.B. im EuroComRom-Ansatz vorgesehen). Jedoch ist zu bedenken, dass manche Sprachen womöglich einen höheren Interkomprehensibilitätsgrad für bestimmte Ausgangssprachen aufweisen als andere. So ist z.B. zu vermuten, dass innerhalb der germanischen Sprachfamilie das Niederländische als westgermanische Sprache für Deutschsprachige leichter zu erschließen ist als das Dänische, eine nordgermanische Sprache.

Um Interkomprehensionsansätze einsetzen zu können, sind Informationen über Erschließbarkeit der unterschiedlichen Sprachen vonnöten. Im Rahmen von EuroComGerm muss z.B. untersucht werden, welche germanischen Sprachen in welchen Bereichen und für welche Lernenden leichter erschließbar sind, und ob weitere individuelle Faktoren (Erfahrung mit Fremdsprachenlernen, Anzahl der beherrschten germanischen Sprachen usw.) zu unterschiedlichem Erschließungserfolg beitragen.

In diesem Beitrag werden erste empirische Untersuchungen zur Ausgangsbasis von Lesenden germanischer Sprachen vorgestellt. Es wird gezeigt, wie deutsche Studierende ohne Kenntnisse weiterer germanischer Sprachen an unbekannte Texte herangehen und welchen Erfolg sie bei der Interkomprehension in den jeweiligen Sprachen erzielen. Aus den Ergebnissen lassen sich interessante Schlüsse für die Implementierung des EuroComGerm-Lernprogramms ziehen.

Linguistische Kontraste und Leseverstehen in der unbekanntem L2 Deutsch – Empirische Evidenz

Raphael Berthele

Eine der Grundannahmen der gängigen Interkomprehensionsansätze ist diejenige, dass sprachliche Unterschiede tendenziell Hindernisse sind, während strukturelle Gemeinsamkeiten tendenziell leicht transferierbar sind. So ist beispielsweise die Methode von EuroCom letztlich auf zwei Grundperspektiven reduzierbar: Dem Bewusstmachen von vorhandenen Transferbasen in L1/L2 einerseits und dem Vermitteln von relevantem „Profilwissen“ über die jeweils zu lesende unbekanntem Sprache.

Die Prämissen beider Perspektiven sind empirisch noch nicht ausreichend fundiert. Einerseits ist fraglich, ob Transferbasen tatsächlich generell so mühelos aktiviert werden, wie dies das Konzept EuroCom suggeriert, und andererseits wissen wir nicht, in welchem Ausmass Kontraste – aus einer rein rezeptiven Perspektive – tatsächlich problematisch sind.

In diesem Beitrag soll an Hand von empirischen Daten zum Leseverstehen des Deutschen gezeigt werden, inwiefern grammatische Eigenschaften des Deutschen - einer Sprache, die gemeinhin besonders als grammatisch schwierig wahrgenommen wird - auch tatsächlich das Leseverstehen behindern. Die Daten wurden mit SprecherInnen von romanischen Muttersprachen gesammelt. Anhand einer empirischen Untersuchung mit ungefähr 200 TeilnehmerInnen werden verschiedene grammatische Problembereiche untersucht (z.B. Satzklammer, Passiv, Linksattribute). Den Problemstrukturen werden jeweils – vermutlich – einfachere Alternativstrukturen gegenübergestellt, und das Verstehen von systematisch kontrollierten Texten wird so paarweise geprüft. Es zeigt sich, dass grammatische Phänomene, die in der Literatur zum Leseverstehen im Deutschen unhinterfragt als zwingend problematisch angesehen werden, in der Praxis keine signifikanten Probleme darstellen (z.B. Satzklammer). Andere Bereiche hingegen sind eindeutig insbesondere für Nullanfänger schwierig. Die Resultate der empirischen Untersuchung werden im Detail vorgestellt und die jeweilige „Verstehensschwierigkeit“ der grammatischen Teilbereiche mit dem Niveau im Deutschen sowie anderen sprachbiografischen Variablen in Bezug gesetzt.

Erkennung von Kognaten als Basis für Interkomprehension

Robert Möller

Interkomprehension beruht wesentlich auf der Möglichkeit, einen fremden Wortschatz mit Hilfe kognater Wörter in einer vertrauten Sprache zu erschließen. Das setzt voraus, dass der Anteil an Kognaten hoch genug ist und dass trotz unterschiedlicher phonologischer Entwicklungen synchron noch

eine ausreichende Ähnlichkeit oder Systematizität der Beziehungen besteht. In dem Beitrag geht es um die Möglichkeit, diese Basis für das Erschließen einer verwandten Sprache mittels EDV-Simulation der Kognaten-Erkennung genauer zu untersuchen. Im Vergleich mit der Kognaten-Erkennung durch Testpersonen wird geprüft, welche Faktoren dabei besonders zu berücksichtigen sind.

Lesekompetenz in verwandten Sprachen

Madeline Lutjeharms

Der Beitrag untersucht die besonderen Voraussetzungen des Leseverstehens in verwandten Sprachen und beschäftigt sich mit den verschiedenen Prozessebenen, die sich beim Lesevorgang unterscheiden lassen. Ein besonders interessanter Aspekt sind hierbei die Probleme, die sich im Zusammenhang mit der Prozessierung von Kognaten ergeben. Einerseits lassen psycholinguistische Experimente den Schluss zu, dass Kognaten, anders als nicht-kognate Entsprechungen, eine gemeinsame Repräsentation im mentalen Lexikon haben, die eine automatische Prozessierung erleichtern. Andererseits konnte festgestellt werden, dass fremdsprachliche Kognaten mit von der L1 der Sprecher abweichender Bedeutung ('falsche Freunde') ein bewusstes Prozessieren voraussetzen, um die Aktivierung der (irreführenden) Bedeutung in der L1 zu unterdrücken. Solche Effekte sind insbesondere bei der Entwicklung didaktischer Methoden des Testverstehens in verwandten Sprachen zu berücksichtigen.

Youth in multiethnic Oslo: their language practices and their sense of belonging

Finn Aarsæther, Ingvild Nistov, Toril Opsahl

Today's Oslo is multilingual; more than 120 different languages are represented in the city, 23 percent of the population has immigrant background and for one third of the students in primary education, Norwegian is the second language. In this paper we explore aspects of language practices among young people growing up in multilingual Oslo. Our informants also include youth who do not have immigrant background.

Findings from previous studies of linguistic practices among youth in other multilingual urban areas, for instance in Denmark, Germany and Sweden, point to the existence of multiethnic varieties. These matters have so far not been thoroughly explored in Norway. However, Norwegian media and popular linguistics have frequently reported on what they call "Kebab-Norwegian", regarded as the language being used by young people in multiethnic groups.

In a joint project, UPUS-Oslo, a project studying developmental processes in urban linguistic settings, a group of researchers covering different areas within sociolinguistic research, research on bilingualism and SLA, set out to shed light on the question whether there exists a variety, or style, that may be labelled *multiethnic Norwegian* among youth in Oslo. In addition we discuss whether Norwegian born youth with immigrant background allow themselves to be included into the Norwegian culture or not.

In this paper we focus on how the young people themselves relate to these questions, by reporting from their answers in an enquete and in video-recorded, semi-structured interviews.

Our results show that a lot of the informants report that young people in multiethnic groups speak "a different kind of Norwegian", towards which most of them express a positive attitude. Hardly any of the informants use the derogative characteristic "Kebab-Norwegian" and some of the informants even report that they overtly oppose this term.

Furthermore, our results so far show that practically none of the Norwegian born youth answer "Norway" when confronted with the question "where do you come from?", even if Norway is the only country they have ever lived in. This answer is in line with other European research on identity construction among immigrant youth in Western European countries.

These findings have led us to explore the *functions* of a possible multiethnic variety among youth in Oslo; is it the only variety used, or one option among several editions of Norwegian available to youth in multiethnic groups? In our presentation this question will be shed light upon through sequences from video-recorded conversational data.

Code Switching between Turkish and Kabardian

Nuray Alagozlu

The main concern of the study was to draw socio-psychological and sociolinguistic profiles of Kabardian speech community in the rural and urban areas and then to compare and contrast respective of their ethnolinguistic vitality, ethnic identity, social networks strength and overall language behaviour including language maintenance, language attitudes, and observed language use. To differentiate the two millieux, the levels of urbanization were measured as the process of urbanization leads to potential linguistic and sociocultural diversity or change. Language in social context was investigated on the basis of three perspectives. The first is the degree to which Kabardian is maintained. Secondly attitudes towards Kabardian language maintenance was found worth looking into due to the fact that it is suggested that positive attitudes would promote ingroup language use and indicate persistent language behaviour. The third viewpoint was socio-psychological. The Markedness Model (Myers-Scotton, 1993, 1997) was used to explore social factors or motivations that make people code-switch in intergroup encounters. Of the social motivations, the probable manifestations of ethnicity and vitality within code-switching instances were examined. The results showed that Kabardians had a strong level of ethnic identity in both areas and their ethnic identity perceptions were positively correlated with attitudes towards language maintenance in the two areas. While the rural dwellers had strong level ethnolinguistic vitality, urbanites had moderate level vitality. Regarding thier network strength, to our surprise urbanites were found bound together as strongly as the rural dwellers. This was confirmed by the fact that ethnic identity ratings and language maintenance index were found to be correlated in the urban area. Finally there was an inverse correlation between language maintenance and urbanization indices, which means that as they urbanized that is; educated and integrated into city life, they quit speaking their language. The analysis of Kabardian language context indicated that their speech took up much volume of vitality and ethnicity discourse in which many Turkish switching instances are envisaged.

“Now, the shepherd also es muy bueno y cuida de sus ovejas.” The patterning and function of code-switching in Catholic masses

Gabriela G. Alfaraz

This paper examines code-switching and code selection in bilingual (Spanish/English) Catholic masses in Miami, Florida. The Catholic mass is a rigidly structured, highly ritualized speech event that has physical and linguistic routines that occur at specific times. In this presentation I describe

patterns of code selection and code-switching at the macro and micro levels of the mass and within ritualized and non-ritualized discourse. I propose here that code-switching is initially motivated by a response to the varying linguistic profile of the audience (Bell, 1984), which includes bilinguals as well as monolingual speakers of both English and Spanish, and by the priest's goal of delivering a persuasive spiritual message to all members of the audience; once switching has been brought forward as one of the codes in which the speech event is to be carried out, the bilingual priest calls upon strategies typically employed in conversational discourse and applies them to this genre (Hymes, 1972).

The analysis of six masses, each sixty minutes long, revealed that language choices at the macro level were planned in advance and reflected an attempt to give each language equal representation. Thus, the reading of the scriptures was in English one Sunday, but in Spanish the next. In spite of the careful selection of languages, the analysis revealed that the most intimate part of the mass, the Liturgy of the Eucharist, which involves the offering and communion, were carried out exclusively in Spanish.

Code-switching is intertwined with code choice in ritualized discourse. Even in the delivery of linguistic routines, code-switching is employed by the priest in response to his audience, and to direct physical and linguistic responses, as in this example: "We all stand and profess our faith. *Creen ustedes en Dios padre todo poderoso, que por amor creó el cielo, la tierra y todo lo que habita en ella ?* In ritualized speech, code-switches were restricted to the beginning or the end of the piece. It is suggested here that they function as a signaling mechanism (Gumperz, 1982) as well as a framing device.

Non-ritualized discourse in the mass occurs in the homily and in the concluding remarks. These segments contain frequent code-switches that have discourse functions similar to conversational switching – marking quotations, topic shifts, asides, topic-comment structures, and repetitions, to name a few. A segment from a homily is shown below:

It is so powerful to know that we are not alone. That God goes with us no matter where we go, and no matter what happens, *Dios está allí, así, atrás de nosotros guiándonos, y Dios está allí atrás de nosotros cuidándonos...Dios está allí guiándonos. A dónde tenemos que ir. Es increíble. Pero la pregunta entonces es how. You know if- if Jesus Christ resurrected and if Jesus Christ is in heaven, and today we celebrate the Feast of the Ascension...*

Claiming for interference or questioning the target languages analysis?

Laetitia Almeida

The aim of this paper is to show that in the analysis of bilingual data, we must take into account various factors, two of which are the potential interference of

the languages acquired and the analysis proposed for the target languages under study. In order to demonstrate this, we will focus on the study of the acquisition of word-medial codas by a French-Portuguese bilingual child.

It is assumed that European Portuguese (EP) only exhibits three phonological segments ([s], [r] and [l]) in coda position (Mateus & Andrade 2000). In contrast to this, French allows all consonants to appear at the end of syllables (Dell 1995). It was reported that for Portuguese children, stridents are typically the first codas to emerge in production, followed by liquids (Freitas 1997). The author argues that only fricatives are real codas in Portuguese. Liquids would be the second member of a branching nucleus, that being the reason for their later development. In French, it was reported that all consonants typically emerge in coda position simultaneously (Rose 2000).

Lleó et al. (2003) and Kehoe & Lleó (2003) report that the two linguistic systems of a bilingual child (in this case, German and Spanish) may constrain the acquisition of codas in both languages. These studies show that there is an acceleration of the development of codas in Spanish in comparison with monolingual acquisition of codas in Spanish. In German, the development of codas follows the same pattern as monolingual development.

In this paper, we will examine the possible interaction of the acquisition of Portuguese and French codas in the bilingual child's phonological development.

The empirical data consist of 16 sessions of longitudinal spontaneous speech of a French-Portuguese bilingual child, video-recorded every second week at home. The data are from the child at 2;6 until 3;7. Each language was independently recorded in separate sessions, following the one-person, one-language design.

We argue that the development of codas in EP follows the development reported in the literature by monolingual children: fricatives start to develop whereas liquids don't. In French, at first sight, the development of codas does not follow the one reported in the literature because not all consonants emerge: only fricatives and the liquid trill do. We could explain the non-development of the lateral and plosives in French by a transfer of their syllabic status from EP to French. In fact, we will show that the data available in French monolingual acquisition allow us to question the analysis proposed for the target language: in monolingual French acquisition, there is no occurrence of a target word with the lateral in syllable final position and only one with a plosive consonant (Rose 2000). We will argue that our data allow us to suggest that in target French, the lateral consonant is the second member of a branching nucleus and plosive consonants are the onset of a syllable with an empty nucleus.

Does amount of input determine language development? A study on monolingual and bilingual Basque children

Margareta Almgren; Nekane Arratibel; Andoni Barreña; María José Ezeizabarrena; Iñaki Garcia

The question whether bilingual children are able to develop the linguistic codes they are exposed to separately does not seem to need any further discussion, at least if exposure takes place separately from a very early age (De Houwer, 1995; Meisel, 2001; Almgren & Barreña, 2001).

It also seems commonly accepted that bilinguals develop grammar in the same way as monolingual subjects do, independently of the specific skills they may develop (Lanza, 1999; Müller, 2003).

But to which extent does the amount of input influence the pace of linguistic development? Do bilinguals develop their two languages at the same pace as monolinguals in the respective languages, or do they need more time to do so? The following investigation aims at analysing these questions. Our data proceed from the CDI 2 questionnaire (Fenson et al. 1993) adapted to Basque (Ezeizabarrena et al. 2005) including 975 Basque-speaking subjects aged 16 to 30 months. These children, growing up in a to some extent bilingual society, were exposed to different amount of input in Basque, considering monolinguals those exposed to Basque in more than 90%, Basque dominant bilinguals those exposed to this language in 60 - 90%, and finally the relatively balanced Basque- Spanish / French bilingual group with 40 - 60% of exposure to Basque.

In addition to the input variable (based on parental estimation) the age factor has been taken into account as independent variable, establishing three groups: 16 to 20 months, 21 to 25 months and 26 to 30 months of age.

For our purpose on this occasion, a total number of 706 items have been extracted from the Basque adaptation of the CDI 2 questionnaire, corresponding to the following categories: word production (nouns, verbs, adjectives and adverbs), nouns and verb morphology and sentence complexity. For the analysis of syntactic complexity, the examples of the 3 longest sentences produced by the child and given by the parents in the second part of our questionnaire have been used.

Our predictions are that:

- with increasing age the differences between the groups will be more appreciable, in word production as well as in morphology and syntax. This hypothesis is based on Bates et al. (1994), Marchman & Bates (1999) for English, Devescovi et al. (2005) for Italian and Barreña et al. (to appear) for Basque, showing that children need to acquire a critical mass of vocabulary before developing morphology and syntax.

- higher amount of input in Basque will lead to development of bigger vocabulary, which in turn would lead to an earlier development of Basque morphology and syntax in monolinguals and Basque dominant bilinguals. these predications refer to a general level, considering that on an individual level some children exposed to a minor input of Basque may develop vocabulary, morphology and syntax at the same pace as those exposed to a major amount of input.

Word Representation in Bilingual Speakers: Translation and Semantic Priming in Masked and Unmasked Conditions

Jeanette Altarriba and Dana M. Basnight-Brown

Research in the field of bilingualism has had as its principle aim to describe the structure and function of memory for bilingual speakers. A primary technique that has been used to examine bilingual memory is an examination of cross-language word priming (semantic and translation) using the lexical decision and pronunciation tasks. Although studies have on occasion revealed greater degrees of word priming from a dominant to a subordinate language as compared to the reverse, a careful review of the methodology that has been used reveals a number of issues that render conclusions such as this quite problematic. Parameters of concern include language proficiency, cognate status, masking, control conditions, word frequency and length, stimulus onset asynchrony, relatedness proportion, and nonword ratio. Following a brief review and overview of the extant literature on this topic (with summary tables for audience members), the results of two experiments will be discussed that investigate cross-language priming under highly constrained conditions. The aim of the present work was to create an experimental situation that was well constrained so that automatic processes could be observed. In Experiment 1, Spanish-English bilinguals participated in an unmasked semantic and translation priming study using a lexical decision task. The results revealed significant translation priming effects in both language directions and significant semantic priming unexpectedly in the L2-L1 direction only. Experiment 2 examined semantic and translation priming effects using a forward mask design. The results indicated that significant priming was obtained only for translation word pairs in both language directions. Overall, the current findings revealed that (1) a dominance shift in a bilingual's two languages can influence how words are represented in memory, and (2) that translation word pairs elicit more activation than semantically related word pairs, suggesting that strict semantic processing may not be capable of producing cross-language semantic priming effects when the experimental design is highly constrained. Theoretically, these data will be discussed with regards to the sense model that has been posed in the literature, as well as

other models of bilingual word representation. Finally, if future research is going to examine how models of bilingual memory representation such as the sense model apply to both early and late bilinguals, there is the need to take into account and examine several language factors such as proficiency level, language dominance, and age of acquisition.

The Development of Two Bilingual English/Spanish children as translators

Esther Álvarez de la Fuente and Raquel Fernández Fuertes

In this paper we provide an analysis of a phenomenon associated with simultaneous bilingual acquisition called Natural Translation (NT), which is the translation done by bilinguals in everyday circumstances without training in the topic (Harris 1977, 2003). Two samples of this kind of bilingual production are shown in (1) and (2):

(1) *MEL: you wanna make something with the blocks ?

*SIM: sí@sp .

[yes]

*MEL: what would you like to make ?

*SIM: douse [: house] .

*MEL: a house ?

*SIM: douse [: house] !

*MEL: two ?

*SIM: # casa@sp !

[house]

*MEL: a house ?

*SIM: sí@sp .

[yes] Simon [2;01.28]

(2) *SIM: and I'm gonna eat when I'm a +/.

*SUS: are you gonna eat them all ?

*SIM: when I'm a grown up .

*SUS: okey okey when he's a grown up .

*EST: qué has dicho S que no lo sé no lo entiendo .

[what did you say S? I don't know, I don't understand]

*LEO: que va a comer cuando es [= sea] eh@fp mayor.

[that he is going to eat when he is a grown-up] Leo [4;10.19]

Using spontaneous and experimental data from a longitudinal study of simultaneous acquisition (Fernández Fuertes et al. 2002-2005), in this paper we approach the development of the NT ability of two English/Spanish bilingual children, Simon and Leo, who are twins and have acquired two languages from birth in a natural context and following the formula “one parent – one language” (Ronjat 1913).

The data selected for this paper cover the age range 2;01-6;03 and were recorded in an English context (i.e. with an English interlocutor) and in a Spanish context. They include both spontaneous translations, where the children interact specially with one of the parents, like in (1), and elicited translations, where the children are asked to act as interpreters between two monolingual speakers (English and Spanish), like in (2).

Our analysis of NT cases will stem from previous studies on child bilingualism (Swain 1972; Harris 1980; Fantini 1985; Malakoff and Hakuta 1991; Lanza 1997, 2001; Comeau and Genesee 2001, among others). We will show that 1) bilingual children translate from early stages as part of their bilingual competence, 2) this NT competence could be accounted for in terms of current linguistic theory (Fernández Fuertes, Álvarez and Liceras, in press) and, more specifically, 3) NT is to be analysed as a communicative strategy inherent to bilingual first language acquisition.

The linguistic practices of Singapore Malay children

Norhaida Aman

Beneath Singapore's policy of providing a bilingual education to its citizens lies a complex linguistic milieu. People from all types of background speak a number of different languages with different levels of proficiencies in a number of different combinations on a daily basis. Drawing on preliminary data from an ongoing sociolinguistic survey involving 10-year-olds, some of this diversity will be presented. The participants in this study were asked questions about their patterns of language use in five domains: school, family and friends, media, public space and religion various domains; their language attitudes and language proficiency.

This paper will focus specifically on the linguistic practices of Malay children. Quantitative data on how they speak in and out of homes and school, as well as when they engage in popular culture will show how these kids draw on their complex linguistic repertoire in their daily lives. There is an in- and out-of-home language shift. Those from English-dominant homes use Malay (their 'mother-tongue') much more outside the home with their friends than they do with their family members and vice versa. There is also some correlation between the dominant household language the children (and their parents) selected and their socio-economic background. Another interesting finding is that compared to the other two ethnic groups included in the survey, namely the Chinese and the Indians, the self-report data indicates that the Malay participants receive the most exposure to a variety of languages, some of which they have no proficiency in.

Russian verbal aspect in bilingual Russian-German preschool and elementary school children

Tanja Anstatt

Topic

The present investigation is concerned with the use of Russian verbal aspect by bilingual children. It aimed to elucidate the development of this formal and functional highly complex grammatical category which is found in only one of the two languages of the bilinguals studied. Participants were 30 bilingual children aged three to nine years, who were investigated cross-sectionally. All children were L1 speakers of Russian and had spent most of their lives in Germany; their acquisition of German as second L1 began between birth and entering preschool. For most of these children, Russian continued to be their home language, but the dominance of the environment language German was constantly increasing as the children grew older.

Method

Methodically central to this study was a comparison of the use of Russian aspect by both monolingual and bilingual children. The following data were analysed:

1. Narrations in Russian of the so-called frog story by 30 bilingual children aged 3 to 9 years, as well as by 28 monolingual children aged 3 to 7 years;
2. A 45-minute recording was made of 15 of those bilingual children aged 3 to 9 and a group of 12 monolingual children aged 4 to 6, with a wide but systematic range of topics.

For this corpus, first, the choice of aspect in various contexts was analysed. Contexts were chosen so that the grammar of the standard language required a particular aspect, either perfective or imperfective. Secondly, departures from the standard language were classified according to verb class and type of morphological deviation.

Results

Concerning the monolingual children investigated in the study, there was only seldom any departure from the standard language in the area of verbal aspect. In the case of bilingual children, departures from the standard language were much more frequent. On the one hand, it takes longer for bilingual children to acquire the aspect forms, compared to monolingual children, e.g., they longer construct regularised forms. On the other hand, there are departures from the standard language concerning the choice of aspect. Interestingly, accumulations of these departures which indicate incomplete knowledge of the aspectual system were found for very few children, and even then these deviations constituted only a small proportion of total verb usage.

The main result was that the Russian aspectual system of the bilingual children studied proved to be for the most part intact; departures from the standard language could mostly be explained by little practice, but not by the

incomplete acquisition of aspect or influence from the lack of grammatical aspect in German. Interestingly, this was also true for children whose Russian vocabulary lacked many words, and whose language production contained substantial departures from Standard Russian in other areas of grammar.

Language shift and the emergence of bilingual identities

Christine Anthonissen

This paper will consider the relation between ‘language identity’ and ‘language shift’. Language is taken to be a strong marker of personal identity as well as of the identity of a group or a community. The question here relates to how various aspects of identity, including linguistic identity, may trigger language shift. Most studies of language shift document how the process occurs across generations, particularly where some form of emigration or immigration has coincided with the language shift. In the Western Cape it appears that a relatively significant process of language shift was initiated not by mobility of a community, but by other social and political circumstances. This makes for an interesting new perspective on the phenomenon of language shift generally, and it may give insight into language identity and language choice in local communities as well.

Particularly, processes of language shift from Afrikaans as first language (L1) and as home language to English as L1 and as home language, will be investigated in a number of historically Afrikaans communities around Cape Town. This perceived process will be traced empirically, and will be compared to other recorded processes of language shift (or resistance to such shift) in language minority communities where social change has been triggered by change in national and geographic context, such as among Afrikaans L1 speakers in New Zealand or Cuban Spanish L1 speakers in the United States.

The research questions relate to (i) manifestations of a process of language shift in family language across three generations, (ii) the context in which such shift is prevalent, (iii) causes of such shift, (iv) resistance (or not) to language shift from Afrikaans to English, (v) the effect of language shift of this kind on the identities of individual members of various generations in families where the shift is confirmed. An important focus here is on the question whether identity is determined specifically by the choice of a single language as home language, and whether new patterns of bilingual identity are emerging.

Choosing between Irish and English: attitudes and self-reported use in Irish-speaking areas

Rachele Antonini

After centuries of massive shift towards English, Irish language use has contracted not only in terms of number of speakers, but also in the areas of life and the range of activities conducted through it, thus becoming a language in danger of extinction. Yet, despite all verdicts regarding its imminent death, the Irish language has remained alive in the Republic of Ireland and is experiencing an unprecedented revival in Northern Ireland.

This paper, will illustrate the findings of a PhD research on language attitudes towards Irish and domains of language use in Gaeltacht areas, carried out by means of a questionnaire and interviews in various Irish-speaking areas in the Republic of Ireland and in Northern Ireland. The questionnaire gave the respondents the possibility to choose between a version in English or one in their spoken variety of Irish and dealt with different attitudinal dimensions and the level of use of Irish in various contexts and domains (in the family, in the community, in the media, etc). The interviews examined the samples' attitudes towards the standard variety imposed by the central government and the local varieties spoken in the different Irish-speaking areas. For the purposes of this paper, we shall present a comparison of the answers given to the questions investigating the respondents' (and the different samples') attitudes towards, and perception of, Irish language policies aimed at promoting the use of the language inside and outside the Gaeltacht, and their self-reported levels of use of the language in various domains and contexts

Moreover, the author will argue that the choice of the language version (and variety) of the questionnaire represents in itself an attitudinal statement and that the answers given by the respondents differ accordingly.

When is article omission indicative of Bilingual SLI?

Sharon Armon-Lotem, Gabi Danon, Efrat Harel, Joel Walters

Typological differences in the use of definite and indefinite articles can serve as locus for code interference in bilingual population, which is manifested by article drop. Definiteness has also been noted as a source of difficulty for SLI children. Specifically, it has been suggested by Scheaffer et al (2003) that article drop is an indicator of difficulties within the computational system of SLI children. The present paper looks at the use of articles by bilingual SLI English-Hebrew children, compared with an age and socioeconomically matched group of typically developing bilingual children. English and Hebrew are typologically different: Hebrew, unlike English, has only a definite article. Thus, omission of the indefinite article in English cannot be considered indicative of SLI, while omission of definite articles in both languages can be

indicative of SLI. The paper shows the relative contribution of bilingual linguistic representation and SLI unique difficulties within the computational system to the use of articles in spontaneous speech data and an elicited production task.

Subjects were 12 sequential bilinguals, ages 4-7, from English-speaking homes exposed to L2 Hebrew in Hebrew-speaking pre-school programs for over two years. All children, referred by speech clinicians and placed in "Language Preschools", were tested on standardized measures of English and Hebrew. Spontaneous data were collected and supplemented by an elicited production task (Thornton 1996, Scheaffer 1997 for definiteness). All data were collected in separate sessions by native speakers in both languages. In the elicited production task, subjects were asked to help a blindfolded puppet, manipulated by one experimenter, by describing the events acted by a second experimenter, using toy props. The events generated contexts in which definite and indefinite articles were required. Findings were analyzed for each child separately, yielding individual language profiles, which, when combined, yield group profiles.

Our analysis of data the showed that all bilingual children tend to omit the indefinite article in English both in naturalistic samples, and in the elicited production task. This error reflects the typological difference between Hebrew and English, since Hebrew does not have an indefinite article. However, only the SLI children dropped the definite article in obligatory contexts in both languages: 8% in English naturalistic and elicited production data, 11% and 22% in Hebrew naturalistic and controlled data, respectively. This kind of error, as shown by Scheaffer et al (2003), is indicative of SLI in monolingual populations, indicating a difficulty within the computational system. The findings show the importance of focusing on both bilingual and SLI issues in the study of the bilingual SLI populations, but calls for further work on other structures in order to strengthen the difference between indicators of SLI and typical early bilingual development.

Specific Language Impairment in the L1 of Successive-Bilingual Children: Evidence for grammatical SLI in Turkish

Ezel Babur, Solveig Kroffke, Monika Rothweiler

The present paper deals with Specific Language Impairment (SLI) in Turkish-German successive bilinguals. SLI is defined as a genuine deficit in language processing, leading to the conclusion that SLI has to show up in both of the children's languages. We aim to find grammatical indicators in bilingual's language production in order to identify SLI in both languages. The children in the study have been diagnosed to be 'specific language impaired' both by

non-specific diagnostic criteria as well as by their performance in German. In this paper we will be dealing with SLI in their first language Turkish.

Although the acquisition of Turkish as a native language has been extensively studied, language impairments in Turkish children appear as a new research area (Topbas 2006). While ‘phonological disorder’ in Turkish children has been described in detail (cf. e. g. Topbas 1997), only first reports exist on children with ‘atypical language’, ‘language delay’ or ‘communication disorder’ (Topbas 2006; Acarlar & Johnston forth.).

Cross-linguistic studies on SLI show that SLI is language specific. Overall, especially morpho-syntax seems to be affected in all languages studied this stage (Leonard 1998, 2000). In Turkish, classified as an agglutinating language, the grammatical relations are expressed in a regular manner by means of suffixation of several morphemes after the stem. The acquisition of Turkish in monolingual settings shows that Turkish children can produce words with several morphemes at an early stage of their acquisition (around the age of 15 months) even if they produce one-word utterances (cf. e.g. Aksu-Koc & Slobin 1985). The early acquisition of Turkish in a bilingual environment reveals the same patterns as in monolingual acquisition even though the emergence of certain morphemes can be delayed (cf. e.g. Backus 2004).

In this study, we present our first findings from the analysis of spontaneous speech data of eight successive-bilingual children (L1 Turkish) between 2;5 and 6;6 years of age. Three of these children show features of grammatical SLI in the acquisition of L2 German. We compare their speech data to the L1-data of normally developing Turkish-German successive-bilinguals (sL-ND). Focusing on the acquisition of Turkish verbal morphology, we present errors made in the application of verbal suffixes. In contrast to ND-children, SLI children tend to omit suffixes related to the verbal derivation and inflection in Turkish language such as passive, reflexive, tense-aspect-markers and personal markers on the verb stem. Examples illustrate that SLI children omit the tense-aspect and personal markers that are essential elements of an inflected verb in Turkish.

Our results provide first evidence for grammatical SLI in Turkish. As in other languages, morpho-syntax is affected. Furthermore, we aim to present first criteria in order to differentiate ‘language delay’ from ‘deviant language’ in the L1 production of successive bilinguals with SLI.

Multicompetence and adverb placement in L1 Arabic and L2 English

Patricia Anne Balcom and Paula Bouffard

Cook (2003) proposed that the internalized grammars of L2 users were not the same as those of unilingual native speakers, and hypothesized that the

differences could be due to the L1 and the L2 influencing each other. There is a large body of research in SLA showing that the L1 influences the L2, as well as some evidence that the L2 influences the L1 in the morphosyntactic, pragmatic and lexical components of the grammar. This paper makes a contribution to the emerging study of the mutual influence of L2 users' two internalized grammars by examining word order with adverbs and negation by speakers of Gulf Arabic who are L2 users of English.

In Gulf Arabic, the preferred position for frequency adverbs is the same as English (1a), but other orders are also possible (1b) and (1c).

1. (a) Mariam doom t-tchuuf il-tevizyuun.
Mariam always watches television.
- (b) Mariam t-tchuuf doom il-tevizyuun.
*Mariam watches always television
- (c) Mariam t-tchuuf il-tevizyuun doom.
*Mariam watches television always.

Complex negation in Gulf Arabic consists of a negative particle *ma*, which is always preverbal, and an adverb such as *muul* 'never', which occurs in the same positions as adverbs of frequency (1a-1c).

White (1990/1991) showed that child L1 learners of French transferred *SVAdvO order to L2 English, and Boyd and Andersson (1991) found that Americans living in Sweden placed adverbs postverbally in L1 English, influenced by L2 Swedish.

The subjects in this study are Emirati university students at a high-intermediate to advanced level in English. There were two instruments, a sentence-completion task in which subjects constructed sentences using adverbs of frequency or negation, and a judgement task containing sentences exemplifying the same structures. There were English and Arabic versions of both instruments, and control groups of unilingual speakers of both languages. We hypothesize that (i) subjects will produce and accept the English versions of (1b) and (1c) on the English tasks; and (ii) they will conform to the more rigid word order of adverbs in English on the Arabic tasks, and possibly omit the negative particle *ma* on analogy with never in English. Results are forthcoming and will address these hypotheses, and more generally, the question of whether L2 users' knowledge of their two languages differs from that of unilingual speakers of the same languages.

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The bilingual acquisition of Yiddish: effects of birth order, age of exposure, amount of exposure and home literacy activities

Isabelle Barriere, S. Frenkel, G.V. Ellis, M. Sputz, L. Hirth, R. Shapiro, H. Eisner, R. Bencheboun, C. Rosenberg, E. Rosenfeld, R. Hauben, R. Zeller & H. Lubinsky

To date the acquisition of Yiddish as an L1 has not been documented. The first phase of the Yiddish adaptation of the Mac Arthur Bates Development – words and sentences (Fenson et al., 1993) - (henceforth YMBCDI) project verified that the contents and format of the first version a) reflected words used by children, lexical variation, morphological overgeneralizations and first word combinations and b) were culturally appropriate. The data collection site for this project was Yeled v'Yalda Early Childhood Center- one of the two largest Head Start programs in NYC that serves a large population of Yiddish-speaking children who come from low-income and large families. Although Yiddish is the children's dominant language most of them are also exposed to English.

The second phase of the project was to identify the factors that determine early lexical and morphosyntactic development. In addition to CDI data in both Yiddish and English, information regarding birth order, age of 1st exposure to each language, proportion of exposure to each language and exposure to home literacy activities were collected on more than a 100 children between 18 and 36 months. Our population sample included many 4th to 10th sibling and age of 1st exposure and proportion of exposure to English and the proportion of home literacy activities and the language (s) in which they are conducted also vary.

The results that shed light on the factors that determine early lexical and morphosyntactic development in this population are compared to those obtained on a smaller population of children exposed to Spanish/English and Hebrew/English.

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Subjectivity in native and non-native English discourse

Nicole Baumgarten & Juliane House

Recent research into the nature of English as a lingua franca (ELF) discourse has suggested that it differs substantially from L1 English interactions and from interactions between L1 and L2 English speakers. While this work has typically examined meaning negotiation, turn taking, discourse markers and topic management, the present study investigates the expression of subjectivity in English L1 and ELF discourse, specifically with respect to the use of *I+verb* constructions. These constructions were chosen because direct personal self-reference through 1st person pronouns is the prototypical way of encoding a subjective perspective while its actual use in discourse is regulated and often constrained by language- and culture-specific communicative conventions.

The hypothesis underlying our study is that the expression of subjectivity through *I+verb* constructions differs significantly in ELF and L1 English discourse because the nature of the ELF communicative situation, speakers' different L1s and the characteristics of their respective learner varieties in interaction evoke patterns of subjectivity which may be typical of ELF discourse. The data base consists of three 30 minute interactions: one L1 English and two ELF ones, each featuring four participants from different L1 backgrounds. We analysed all utterances with *I* in subject position and their co-occurrences with various semantic and lexical phenomena, as well as the function of the entire utterance for the discourse. In both data sets *I* +mental verb constructions are the preferred expression of subjectivity. However, L1 English and ELF speakers handle these expressions differently, such that e.g. the two most frequently used mental verb constructions in both data sets, *I think* and *I don't know*, show markedly different distributions. Furthermore, ELF speakers prefer the more prototypical meanings of *I think* and *I don't know* over the more grammaticalized and pragmaticalized meanings as they are expressed in the verbal routine forms of the two expressions. Unlike L1 English speakers, ELF speakers do not use these constructions to express an orientation to the interactional frame of the talk, i.e., these constructions are not endowed with the same range of ELF functions as in L1 discourse. ELF speakers are thus less versatile in constructing speaker identities in discourse.

In order to explain these findings, we consider pragmatic transfer from ELF speakers' L1 and also the fact that L1 English and ELF may be at different stages in the process of linguistic evolution: new functions of established items in L1 English reach ELF varieties inevitably later. Finally, we address the crucial question of all ELF research: can ELF discourse really be said to have characteristic features that set it off from other non-native English language use, or is each individual ELF discourse the sum of participants' idiosyncratic English variety each reflecting their respective L1?

Tense in narratives written by deaf children and adults: a bimodal bilingual perspective

Liesbeth van Beijsterveldt

Temporal relations in narratives can be expressed through different linguistic devices, such as grammatical categories of tense and lexical items. Relations between linguistic forms and functions are established in the course of development and, moreover, are language-specific (Slobin, 2001). Studies on narrative development in bilinguals show that bilingual speakers of typologically different languages use different linguistic forms to meet narrative functions of tense and aspect than monolingual speakers. The forms bilinguals use reflect the ways in which tense is expressed in their native language (e.g., Kupersmitt & Berman, 2001).

In the present study, we focus on deaf bimodal bilingual individuals and investigate how variations in sign language proficiency may influence the development and use of devices expressing tense. The tense systems in Dutch and SLN differ substantially, with Dutch displaying a wide range of inflected verb forms and lexical expressions of tense, and SLN having only a rather impoverished set of lexical expressions of tense. We compared the use of grammatical and lexical markers of tense and tense agreement errors in written narratives of Dutch deaf individuals, at different age levels, who are either proficient in SLN (i.e., 15 children aged 11-12 years, 13 high school students aged 15-16 years, and 7 adults), or non-proficient in SLN (i.e., 16 children aged 11-12 years, 18 high school students aged 15-16 years, and 8 adults).

Results demonstrate that sign language proficiency indeed influenced the marking of tense, particularly in the children. Proficient signers use the unmarked tense form (present tense) more often than a marked tense form (past or future tense) to refer to states, actions or events. Further, proficient signers omit obligatory tense marking more often than low-proficient signers, by omitting finite verbs or using morphologically unmarked verb forms (infinite verbs). Proficient signers also made more errors in tense agreement between temporal adverb and finite verb than low-proficient signers. The pattern in proficient signers, however, changes with age: In proficiently signing adults, less errors are made, and the pattern in tense forms resembles the pattern observed in hearing individuals more and more. Implications of these results for theories on writing development of bimodal bilingual deaf children will be discussed.

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Native writing system influences second language reading

Gal Ben-Yehudah and Julie A. Fiez

Learning to read entails learning to transform print to sound. Although universal principles govern this transformation, different writing systems dictate different mappings between orthography and phonology. Alphabetic systems map graphemes to phonemes, whereas nonalphabetic systems map characters to morpho-syllables. Recent findings suggest that the writing system of the native language (L1) influences the organization of reading in a second language (L2) (e.g. Wang et al., 2003). To further explore the processes impacted by L1-to-L2 transfer, we compared the influence of a Korean versus a Chinese L1 writing system on the implicit and explicit processing of sublexical structure during reading in an alphabetic L2 (English). The Korean and Chinese writing systems pose an elegant contrast, because they share similar visuo-spatial features (complex strokes in a square arrangement) but not mapping principles (respectively, alphabetic and nonalphabetic). In this study, we assessed L2 reading and phonological abilities in two experimental groups matched on English proficiency, Chinese-English and Korean-English bilinguals, and then compared their pattern of performance to that of a monolingual English group. We manipulated stimulus type (frequency, consistency, lexicality) and visual orientation (upright, inverted) in the context of explicit (naming) and implicit (lexical decision) reading tasks. Our experimental manipulations had a similar effect on reading accuracy and response latency in the Korean-English and the native-English groups but not in the Chinese-English group. Interestingly, our novel visual manipulation, which was designed to bias reading strategies, dramatically slowed down word identification in the Chinese-English group relative to the Korean-English and the native-English groups. These findings together with previous results (e.g. Tan et al., 2003) suggest that the mapping principles of the native writing system bias L2 orthographic and phonological processes.

Bilingualism in action: English in French comics - Lucky Luke and Asterix

Miriam Ben-Rafael

In this era of globalization, English has become the Lingua Franca of the world. Its influence is highly visible in many languages, under diverse forms and in most various domains. In French, the adoption and the adaptation of English and American borrowings are now a salient feature of the dynamics of the language, notwithstanding the sharp resistance of "purists". Until these very days, purists, indeed, perceive these phenomena as harmful to the French language and try to fight them. Already in his well-known argument "Parlez-vous français" published in the sixties, Etienne saw in French comics one of the most significant sources of the English/American invasion of French among the youth. "The teens", he said, "do not need any more to speak French in order to communicate ... the American which was revealed to them thanks to French comics which they 'eat greedily' has become their only language... Not only do the teenagers 'desacquire' (désapprennent) the French which they have acquired as their mother tongue, but they also 'desacquire' the little correct English knowledge they supposedly acquire at school." In our presentation we analyze a sample of books from the well known Lucky Luke and one volume of Asterix comics (Asterix chez les Bretons). We examine the place English takes in these books, asking how far Etienne's pessimistic predictions were realistic. Our conclusion is gainsay Etienne: although English is present in the discourse and the narrative of Lucky Luke and Asterix, it never functions as a substitute to French. In Lucky Luke, American English is primarily used to present the linguistic landscape of the Far West. In Asterix, British English is also the language of the decorum, yet here it is used with humor through lexical and grammatical calques and interferences. In both productions, discourse remains essentially French. A close analysis of these comics shows that English, contrarily to Etienne's apprehension, may constitute a helpful communication means in a variety of bilingual patterns. In Lucky Luke, shop signs, advertisings, idioms and songs which appear in English, are easily grasped by readers. In Asterix calques explicit lexical and syntactic structures of English. Etienne saw in the comics' genre a sort of subtractive bilingualism. We think it is more appropriate to speak of a kind of additive bilingualism.

On the Use of *put*-Verbs by Bilingual Speakers of Romansh

Raphael Berthele

In this talk, the multilingual systems of 10 speakers of Sursilvan Romansh are analyzed. The data have been collected using a series of video clips

representing events of putting and taking (research project coordinated by the MPI Nijmegen). The main focus of the paper lies on the lexical semantics of the *put* -verbs.

Due to the language's precarious status, speakers of Romansh nowadays are generally considered more or less 'balanced' bilinguals in Romansh and German. The Sursilvan informants went through two elicitation sessions (about 6 months apart). The first session was conducted in Sursilvan, the second in Swiss German.

The German and the Romansh monolingual systems show important differences regarding the way they are carving up the semantic space. The main goal of the talk will be to describe the amount and direction of cross-language semantic transfer between Sursilvan Romansh and German. Romansh has a fairly general verb *metter* which can be used for a great variety of different placement events. German, as many other Germanic languages, typically uses different verbs (e.g. *setzen*, *legen*, *stellen*) for finer-grained distinctions. Given these differences and the endangered status of the Romansh language, we would expect traces of the German system in Romansh – just as many other areas of the Romansh lexicon and syntax have been influenced by the German adstratum.

However, no such traces emerge from the data collected. On the contrary, it turns out that the German data produced by the speakers of Romansh show a high degree of variation, with uses of the *put* -verbs in ways that can not be found in the production of German monolinguals. Certain lexical items seem to fossilize at an intermediate stage (cf. Jiang 2000): their phonological and morphological features have been acquired, but their lexical semantics shows features of the less constrained category of *metter* (as in 1a and 1b), and their use significantly deviates from the monolingual's use of the verbs (2):

- (1a) ella metta giu in cup culla bucca sin meisa (sd9, Sursilvan Romansh)
 she puts down a cup with-the mouth on the table
- (1b) di frau laid de becher uf em tisch
 this woman lays the beaker on the table
 (sd9, Swiss German, V cognate with German *legen*)
- (2) die frau stellt d tasse uf de tisch
 this woman puts the cup on the table
 (rb7, Swiss German, native speaker, "correct" use of *stellen*)

Globally, we find a large amount of variation on the German side, although the speakers undoubtedly display very high proficiency in their command of German.

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Parsing verbal arguments in a first and second language: The role of immersion experience

Geraldine Blattner, Paola E. Dussias, and Tracy R. Cramer

Past studies examining the processing of structurally ambiguous modifiers, such as adjunct phrases consisting of a complex noun phrase (NP) followed by a relative clause (e.g., Someone shot the *son of the actress who was on the balcony*) show that bilingual speakers sometimes resolve this ambiguity when reading in their first language (L1) using parsing strategies from their second language (L2). Years of immersion experience in the L2 has been found to account for this result (Dussias, 2003). One unanswered question is whether this finding extends to other syntactic relationships such as those between verbs and their core arguments (e.g., direct objects). One may speculate, for example, that information directing parsing decisions for verbal arguments may not be as vulnerable to intrusion from the L2 as the factors that affect the parsing of adjuncts. If this turns out to be the case, it would lend support to parsing models that postulate distinct parsing processes for different types of structural relations (i.e., *Construal*).

In a reading moving-window experiment, we addressed this question by examining the effect that immersion experience in the L2 has on how speakers process structurally ambiguous constructions in the L1 and the L2. Forty monolingual English speakers, 30 monolingual French speakers, and 40 French-English bilinguals immersed in the L2 environment (English), read sentences in English and in French. The critical English conditions were structurally ambiguous in that a noun phrase appearing after a verb (in bold below) could potentially be interpreted as its direct object or as the subject of an ensuing clause (e.g., Whenever the young girl **walks** her tiny dogs *follow* her quietly). The French sentences were not structurally ambiguous because the verbs, which were translation equivalents of the English verbs, could only be intransitive (Quand la jeune fille **marche** ses beaux chiens *suivent* docilement leur maîtresse).

As in previous studies, French monolinguals did not exhibit any processing delays in the critical region (in italics above), whereas both the monolingual English group and the French-English bilinguals took longer to read the critical region compared to a control condition (397ms vs. 374ms for the monolingual speakers, and 439 vs. 409 for the French-English bilinguals), indicating that both groups had initially misinterpreted the ambiguous noun phrase in the English constructions as the object of the verb. Interestingly, when processing French, their native language, the bilinguals slowed down at the critical region (364ms) compared to the control condition (348 ms). The implications for models of bilingual sentence processing will be discussed.

Movie characters' language choices

Lukas Bleichenbacher

What is the status of multilingualism in the dialogues of Hollywood mainstream movies? So far, commentators from film studies, cultural studies, and sociolinguistics have mainly focussed on instances of negative stereotyping: there has been widespread agreement with Harold Schiffman, who contends that “people speaking ‘foreign’ languages are up to no good”. However, scholarly accounts on multilingualism in dialogues have in general focussed either exclusively on specific ethnolinguistic groups, or on a fairly limited number of textual samples.

In my paper, I will present novel findings from a corpus study of 587 movie scenes, containing over 7,000 monolingual and code-switched speaker turns, from 16 mainstream movies released between 1984 and 2003. The languages of the sample include English (the movies' base language) and other major European languages (French, German, Russian, Serbian, Spanish, Italian, and Latin). The dialogue scenes were coded according to a methodological framework informed by sociolinguistic and pragmatic theories of language choice (Ferguson; Gumperz; Myers-Scotton), approaches from literary analysis (Grutman's concept of heterolingualism), as well as by the language ideological approach of Irvine & Gal and by Skutnabb-Kangas's notion of linguicism. In specific, the choice of language(s) used in the movie scenes was matched against data on the setting, type, and mood of the interactions depicted, to find out to what extent multilingualism in the movies is portrayed favourably or negatively - or at least in a reasonably realistic way.

Some of the results confirm the bleak previous judgments: in scenes which depict contexts of language contact, English is used more than four times as often as other languages, despite an equal number of English and non-English L1 users. Also, scenes that depict the monolingual use of languages other than English hardly ever take place in English-speaking countries, depict less prestigious local settings and contexts of interaction, and are more often characterized by negative moods.

In contrast, the mainstream movies depict a strikingly rich and varied picture of language choice in scenes with multilingual dialogues. Cases where characters' choices appear motivated by indexical stereotyping are much rarer than instances of well-motivated situational code-switching. Specifically, scriptwriters also often exploit the powerful associations of marked code-switches, where multiple meanings are exploited in innovative ways.

To sum up, it is well worth taking a detailed look at Hollywood movies, since their role in co-constructing the world audiences' attitudes towards multilingual realities should not be underestimated. It is true that mainstream cinema hardly portrays multilingualism in a completely unbiased way - nor, however, does it function as a spearhead of confining English-only ideologies.

Testing the Domain-by-Age Model: verb placement and verb inflection in child L1, child L2 and adult L2 Dutch

Elma Blom

In recent years, a mounting number of scholars has investigated successive bilingualism in children, also known as child L2 acquisition (Unsworth 2005). Comparing various studies, Schwartz (2003) draws the conclusion that child L2 learners are in the domain of syntax more like adult L2 learners whereas they resemble child L1 learners in the domain of inflectional morphology (Domain-by-Age-Model). This generalization implies a two-way dissociation: L1 transfer is limited to syntax proper and does not influence inflection, and the acquisition of inflectional morphology is affected by age whereas the acquisition of syntax is not. In this contribution, we discuss the outcome of an experimental study in which we tested the Domain-by-Age Model.

Our study compares child L1 (n=34, 3-6y), child L2 (n=60, 5-8y) and adult L2 (n=36) learners of Dutch. The child L2 learners have been borne and raised in non-Dutch speaking families in which either Turkish, Moroccan Arabic or the Berber language Tarifit was spoken. Selected children spoke hardly any Dutch when they entered school at the age of four, but did speak the non-Dutch home language, which implies that they acquire Dutch as their second language. Selected adults immigrated to the Netherlands after puberty (>20). Differences between the L1 and the L2 in both the domain of syntax and inflection enable us to trace effects of L1 transfer. To control for level of proficiency in Dutch, a sentence-repetition task has been carried out (Verhoeven et al. 1984).

With respect to verb placement, the child L2 learners are in general highly accurate. A developmental analysis of the results indicates that the child L2 learners go through similar stages as L1 learners before they master verb placement. We do not find effects of L1 transfer in the child L2 data, but this may be an effect of length of exposure (Haznedar, 1997). Adult L2 learners are clearly less accurate, go through a developmental stage that has not been observed in child L1/child L2 Dutch and show effects of L1 transfer. Turning to verb inflection, we find that child L1 and child L2 learners make similar errors, which are different from the errors made by the adult learners: the adults incorrectly use infinitival verb forms in finite contexts, whereas this error hardly ever occurs in both the child L1 and the child L2 data (Prevost & White, 2000; Prevost, 2003). There are no indications that the L2 data (child or adult) are directly influenced by L1 transfer.

The results do not reflect the modular dissociation predicted by the Domain-by-Age Model, since both verb placement (syntax) and verb inflection (inflectional morphology) are influenced by age of acquisition. The correlations found are compatible with the hypothesis that good knowledge of syntax (verb placement) paves the way for successful acquisition of inflection, however.

Tracking the Timecourse of Lexical Activation in Monolingual and Bilingual Word Recognition

Henrike K. Blumenfeld and Viorica Marian

During auditory word recognition, phonological neighbors become active in both the native and the non-native languages (e.g., Bradlow & Pisoni, 1999). To examine whether neighborhood activation dynamics differ between native and non-native languages, 15 German-English bilinguals, 15 English-German bilinguals, and 15 English monolinguals participated in an eye-tracking study. Participants heard English words, and matched them to one of four pictures on a display. One of these pictures corresponded to a cross-linguistic German competitor that sounded similar to the English target (e.g., when the English target was *bike*, a picture of a leg, German *Bein*, was also present). Half of the German competitor-pictures had large phonological neighborhoods in German, and half had small neighborhoods. Looks to German competitors and to control items were compared across time in order to quantify the extent of parallel activation of German cross-linguistic competitors during English word recognition.

Results revealed an asymmetry in timecourse of lexical activation patterns across German-native and German-non-native bilinguals. German-native listeners co-activated German high-density competitors during an *early* time-frame (200 - 500 ms post-stimulus onset), and co-activated German low-density competitors during a *later* time-frame (900 - 1500 ms pso). In contrast, German-non-native listeners did not co-activate German high-density competitors, and co-activated German low-density competitors during an *early* time-frame (300 - 500 ms pso). Monolingual participants did not co-activate either high-density or low-density competitors. Findings suggest that both between-language phonological overlap (between English targets and German competitors) and within-language overlap (between German competitors and their phonological neighborhoods) influence lexical activation dynamics during bilingual auditory word recognition.

Differences between activation of high- and low-density competitors may be explained by bilinguals' levels of proficiency and by the increased difficulty recognizing high-density words (e.g., Luce & Pisoni, 1998). The delayed activation of low-density competitors in German-native listeners may be explained in terms of a native-language control mechanism. Specifically, early interference of competitors may be dampened via a mechanism that suppresses co-activation beyond a certain threshold. If such a suppression mechanism acts during high-competition conditions, then it should be possible to capture competitor inhibition effects during early auditory word recognition. A follow-up study is currently underway to index competitor inhibition in monolinguals and bilinguals by combining eye-tracking with negative priming. Preliminary results suggest that a control mechanism mediates auditory word recognition

in high-competition conditions and that bilingual experience further strengthens this mechanism.

Code-Switching and the Optimal Grammar of Bilingual Language Use

Agnes Bolonyai, Rakesh Bhatt

Although previous research on code-switching (CS) has provided abundant insights into the diverse sociolinguistic and discourse functions of CS, attempts to formulate a comprehensive framework of CS and bring some theoretical order to a complex issue remain scarce. This paper offers five general principles to motivate a theoretical framework for the sociolinguistic grammar of CS. We claim that these principles, individually, or through interaction with each other, explain both the orderliness and variability of CS.

We use cross-linguistic empirical data to motivate the five principles: (i) Principle of Interpretive Faithfulness [PIF]—switch to maximize the interpretation of intended (contextual) meaning; (ii) Principle of Symbolic Domination [PSD]—switch to maximize power/status; (iii) Principle of Social Concurrence [PSC]—switch to maximize solidarity/group identity; (iv) Principle of Face Management [PFM]—switch to mitigate face-threatening acts; (v) Principle of Perspective Taking [PPT]—switch to make salient participants' perspectives. These principles are maximally general and potentially in conflict with each other. E.g., a switch to maximize power/status [PSD] will in most cases conflict with a principle that requires a switch to maximize solidarity/group identity [PSC]. Following the logic of Optimality Theory (Prince & Smolensky 2004), we propose that such conflicts are resolved by grammars of different bilingual communities by ranking these principles differently. Thus, we claim that different rankings of these principles instantiate different grammars of different bilingual communities.

The analysis draws on published works on CS as well as a total of 35 hours of naturally-occurring data we collected in two multi/bilingual communities: a stable Kashmiri-Hindi-English community in India, and a Hungarian-English immigrant community in the U.S. We show how these communities organize their grammars that yield the observed patterns of CS. E.g., Kashmiri-Hindi-English CS follows from a grammar with the constraint hierarchy: {PIF, PPT, PFM} >> PSD >> PSC. While PIF, PPT, and PFM are unranked with respect to each other, each dominates PSD, which dominates PSC. This ranking (PFM >> PSD >> PSC) yields the CS in (1), as the optimal output of this grammar.

(1) mujhe (I) paise (money) ki (of) zarurat (need) parhegi (happen), I will ask R.

In (1), CS is from Hindi to English. Two other plausible options are not exercised: (a) switch to Kashmiri; (b) continue in Hindi. Option (a) is sub-optimal, since a switch to Kashmiri violates PSD (Kashmiri is not a language

of power vis-à-vis Hindi/English). Option (b) is also undesirable since it violates PFM, which requires a switch be made in case of a face-threatening act. Thus, the only option is the one observed: PSC is violated but the higher-ranked principles are not. The results lead us to conclude that the bilingual grammar is social in character and computational in design.

Definiteness and transferability in early interlanguage

Christiane M. Bongartz & Christiane Schöneberger

Our paper reports on initial findings from a longitudinal study of classroom-based bilingual development. We analyzed the distribution of overt morphology encoding definiteness (definite articles, demonstratives, possessives) in story-retelling data obtained from young language learners (age 5.11 to 7.2) enrolled in a US immersion program (L1 English/L2 German) and a German immersion program (L1 German/L2 English). In data from both contexts, we found that learners used determiner-noun combinations (*das Korb* /L2 German, *the school* /L2 English) after just 9 months of exposure.

Data were elicited as part of an oral proficiency assessment administered to pairs of students (6 student pairs from each school; N=24). The assessment replicates tasks familiar from everyday instruction to encourage authenticity of production. Looking at picture books with no textual annotations, the participants recalled and described the events in *Goldilocks and the Three Bears* (US context) and *The Three Little Pigs* (German context).

Because of the deictic pressure to use definites in narration, the task was biased towards elicitation of definites. In addition, a cross-linguistic comparison of determiner phrases (DPs) in German and English shows that both languages mark definiteness in their morphology, suggesting a high degree of transferability. In this light, our findings confirm what was to be expected, i.e. early emergence of overt definite morphology. However, the DP structures used in the retellings show inter-individual variation: supply of overt definites varies, as well as the complexity of phrase structures (*0 wolf* , *the wolf* , *the big wolf* /L2 English; *0 Stuhl* , *die Stuhl* , *die kleine Bärenstuhl* /L2 German). This variation gives rise to the question as to whether all of these structures are, in fact, DPs, i.e. even in the absence of overt morphology encoding definiteness.

We address this question in the light of two different proposals on transferability in early interlanguage. The Full Access/Full Transfer Hypothesis (Schwartz & Sprouse, 1996) accounts for acquisition in that it posits transfer of all L1 features and possible adjustment of non-overlapping features by accessing Universal Grammar. Processability Theory (Pienemann et al., 2005) also puts forward full transferability. However, for a facilitating

effect of L1/L2 overlap to occur, L2 development must have progressed to the point where L1 features become processable in the L2.

The distribution of definiteness markers in our data, we show, are best accounted for by Full Access/Full Transfer. Interestingly, they are also compatible with Processability Theory, but only if one presupposes separate developmental trajectories for phrasal procedures in different kinds of phrasal constructions.

The weaker language French in bilingual French/German first language acquisition

Matthias Bonnesen

The weaker language French in bilingual French/German first language acquisition

Studies on bilingual first language acquisition have revealed that in principle the two languages are acquired in the same way as two separate L1s, i.e. as in monolingual acquisition. However, in certain cases one of the two languages is, at least temporarily, clearly less developed than the other. Schlyter (1993) and others call this “underdeveloped” language the “weaker” language. In focusing on the “weaker” language, Schlyter (1993) and Granfeldt and Schlyter (2001) observe some kinds of errors which are hardly attested in L1, e.g. the learners produce subject clitics with non-finite verbs. The authors propose that the “weaker” language in bilingual first language acquisition has the status equivalent to that of a second language (L2).

According to this view, in unbalanced bilingual language acquisition the child acquires an L1 and an L2 at the same time.

In this talk, French as the “weaker” language of the two unbalanced children of the DuFDE-corpus (Schlyter 1990) is analyzed. Referring to Granfeldt and Schlyter (2001) and Meisel (1991), I focus on grammatical domains such as the use of subject clitics, subject omissions and negation with respect to which L1 and L2 learners show different developmental patterns. Indeed, the children produce some errors which are attested in L2, but hardly in L1. However, a statistical analysis of these errors reveals that such error types occur very rarely. With respect to the grammatical domains investigated, the learners rather clearly exhibit the language use of an L1 learner. Furthermore, there are no developmental stages attested in the weaker language which are not documented in bilingual 2L1 or monolingual L1. My conclusion is that the weaker language cannot be interpreted as an L2. Rather, the weaker language is a delayed L1.

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SLA or SLI. How to differentiate between the two?

Petra Bos

Relatively high percentages of Moroccan children that attend primary education in the Netherlands, are referred to a (school-)language therapist on the ground “specific language impairment” (SLI). However, many of these children have problems with keeping up with their classmates because of the fact that they are still in the middle of the language acquisition process of Dutch (SLA). Language therapy is not the preferred kind of support for these children. They would benefit much more from extra L2-classes, may be in combination with L1-support.

The problem in these cases is: how can a remedial teacher or language therapist (quickly) find if the child has a delay because of a specific language disorder or if the child has a delay because s/he still in the middle of the process of acquiring a second language? On the basis of certain screening methods (such as LARSP) language profiles can be made. But these only give information on whether a child ‘deviates’ from the standard or not. For this specific bilingual group, we need specific profiles.

On the basis of the analysis of oral and written data from 25 Moroccan-Dutch primary school children suggestions will be made for creating such bilingual profiles. With this method, bilingual children that deviate from the ‘normal’ bilingual development can be assessed as suffering from a language disorder.

VOICE IN HAND: Code mixing in bimodals

Chiara Branchini, Caterina Donati, Cristina Pierantozzi

The systematic presence of mixed utterances in bilinguals is the result of some sort of online contemporary use of two grammars, or at least two lexicons (Mc Swann 1997). A crosslinguistic comparison of mixed utterances in different bilinguals provides interesting generalizations on the nature and boundaries of such a phenomenon, which appears to be closely related to the (cyclic) spell out side of the computation (Pierantozzi et al. 2005).

The question we shall address here is: what happens when the two languages acquired belong to different modalities? The talk shall present the very first results of a project in progress gathering, eliciting and analyzing the code mixing productions of Italian Sign Language (LIS) and Italian bilinguals aged 3-11. We shall present and discuss the data coming from four hearing children born from deaf parent videotaped in a spontaneous familiar setting.

It has been reported that when one of the languages is clearly and strongly dominant, mixings might have a bootstrapping function (Gawlitzek-Maiwald and Tracy 1996; Gawlitzek-Maiwald 2002). A similar kind of function is reported to be carried out by gestures in preverbal children (Goldin Meadow 2005). Since this is not what we wanted to study, it was necessary to exclude strongly unbalanced children. We therefore assessed the competence of the children in the two modalities, which we measured relying on standard criteria (adapted from Genesee and Paradis 1995).

As a first step, we focused on the DP area, which has been reported to be the domain most subject to language mixing in (oral) bilinguals both in children's production and in adult production. We found that DP's are robustly mixed in our bimodal.

We then proceeded to verify the existence of any preference or dominant pattern among the four possibilities in principle available for realizing an Italian/LIS mixed DP, sketched below (LIS D's are postN, while Italian ones are preN). Signs are glossed with capital letters while Italian words small caps.

(1)

- a. It.D LIS N ex. my HOME
- b. LIS D It N ex. MY home
- c. LIS N It D ex. HOME my
- d. It N LIS D ex. home MY

All the mixed DP's attested correspond to pattern (1a). This sharp asymmetry seems to be coherent with what we know about oral bilinguals, who tend to prefer the functional head endowed with more uninterpretable features: Spradlin et al. 2002, Pierantozzi et al. 2005). We shall discuss in details why such a preference represents a difficult challenge for a feature checking approach to computation.

In the final section we shall discuss other, specific, properties of bimodal mixings, such as puzzling prosodic correlates (unexpected spreading of NMM's), and the issue of how to analyze simultaneous bimodal mixings (where a LIS sign and an Italian word are uttered in the same time) in this framework.

Bilingual's phonological categorization and Language Mode

Ivana Brasileiro

One important issue concerning bilingual acquisition is the question whether bilinguals have a common storage for their languages or separate, independent systems for each one. Results pointing to a common system have often been questioned based on what has been called the bilingual's Language Modes (Grosjean 2000). Language Mode refers to the relative level of activation of the bilinguals' languages, affecting bilinguals' language activation – but not representation.

In this study we have set up a perception experiment to look into the representation of segments in monolinguals and bilinguals. The main question is whether bilingual subjects behave like monolinguals given the right circumstances (i.e. if they are on a monolingual mode.) We conducted an XAB perception experiment with simultaneous Dutch-Brazilian Portuguese (BP) bilingual children living in The Netherlands. The contrast tested was the Dutch /a:/ ~ /A/, which involves spectral and durational cues. Crucially, BP does not use duration phonemically whereas Dutch does. One hundred participants were tested: bilingual and monolingual children (3;9–6;5), and monolingual adults. Language mode was carefully manipulated in 3 steps, creating a continuum ranging from monolingual to bilingual mode. The manipulation was done by changing experimenter, language used, and fillers. We have formulated two predictions. Prediction 1 is that on a monolingual mode, Dutch monolingual and bilingual children behave similarly, indicating that bilingualism does not affect sound categorization in the bilingual's dominant language. Prediction 2 is that, as we move toward the bilingual end of the continuum, bilinguals' perception data become fuzzier as the effects of BP increases.

Our first results confirms Prediction 1. Additionally, they suggest that the correct use of temporal and spectral information is not yet fully developed in the age group tested. Recently the same children have been tested longitudinally, 9 months after the first tests, which will allow us to observe their perceptual development. We expect bilingual and monolingual children to show similar developmental paths, approaching the adult norm.

The effect of the Language Modes is currently less clear cut, possibly due to the number of subjects, and the many confounding variables such as language

dominance, place of residence, vocabulary size and age. For this reason we have increased the number of subjects, which will lead to more robust results, allowing for a more precise interpretation.

During the talk we will present the methodology, report the results of the extended data (cross-sectional and longitudinal), and interpret them in light of the Language Mode Hypotheses, addressing the representational issue previously mentioned, and its implication for language acquisition. Furthermore we will discuss individual patterns and relate the effects of Language Mode to other variables such as language dominance and vocabulary size.

The development of lexical and conceptual processing in classroom L2 learners: ERP and behavioral data

Pascal Brenders, Janet G. van Hell, and Ton Dijkstra

We compared the performance of classroom L2 learners and more fluent bilinguals to examine changes in the lexical and conceptual processing that occur with increasing proficiency in L2. The revised hierarchical model (RHM, Kroll & Stewart, 1994), predicts that during L2 development, a shift will occur from word form to word meaning reliance. Evidence for this shift is provided by Talamas et al. (1999). They presented less and more fluent bilinguals a translation recognition task, in which the second word was a correct or an incorrect translation of the first word. The incorrect translations were form related (in orthography and/or phonology), semantically related or unrelated to the first word. Talamas et al. (1999) found more form related interference in less fluent bilinguals and more meaning related interference in more fluent bilinguals. However, Sunderman and Kroll (2006) found that both less fluent and fluent bilinguals suffered from conceptual interference.

We studied the development of lexical and conceptual processing in young L2 learners from a semi-longitudinal perspective. Do young L2 learners show a shift towards conceptual reliance as L2 proficiency develops (as predicted by the RHM)? We tested Dutch primary school children (aged 10-11 years old) who just started to learn L2 in the classroom, after three months and after six months of instruction, and proficient bilinguals as a control group. We used the backward translation recognition task, pairing L2 words with correct translations in L1 (chair – stoel), or with three types of distracters: meaning-related (chair – kast (cabinet)), form-related (chair – stoep (footpath)), or unrelated (chair –vrede (peace)). All stimuli were selected from the English method used at the children's school, and were matched on length, frequency, and orthographic neighbours.

We report ERPs, RTs, and errors of classroom L2 learners from a semi-longitudinal perspective, and compare the performance of these beginning L2

learners with that of a control group of proficient Dutch-English bilinguals. We will also discuss how individual variability among L2 learners in working memory capacity affects performance.

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Unravelling the input in acquiring a new language

Peter Broeder, Elma Nap-Kolhoff

In language acquisition studies it is still disputable to what extent quantitative and qualitative characteristics of the input determine how the target language is perceived and processed by the learner, thereby becoming intake. Of course one would expect a positive correlation between the frequency of a form in the target language input and the order in which learners produce it in the output. However, this normative and correlative account of input and output is unprecise. A more detailed picture emerges from empirical observations of the very early stages of first and second language acquisition in children and adults.

First, we show that children acquiring Dutch as a first or second language are much more effected by input frequency (quantity) than adult second language learners of Dutch. Next, we try to explain the developmental difference between children and adults by an investigation of semantic and pragmatic factors in their first and second languages.

We anticipate that in the process of language entrenchment quantitative frequency characteristics are suppressed by the semantic and pragmatic scope of perceptual quality filters. Adults know that in a language system specific functions are encoded through specific forms. Those forms which are perceptually more salient are picked up fairly early. Children have to discover the specific function and then notice that there are several forms for encoding this function. Their perception has to become fine-grained, i.e., sensitive to subtle differences in meaning.

Data is used from several spontaneous speech corpora such as the ESF corpus with untutored second language acquisition in adults (during the first 3 years of their stay in a new country) and the Nap-Kolhoff and Van der Heijden corpora (in total seven Turkish children, aged 2;0-4;0, learning Dutch).

A comparison of family members and staff members acting as ad hoc-interpreters in hospitals

Kristin Buehrig, Bernd Meyer

This paper addresses the question how shared knowledge and family membership influence the performance of bilingual family members as ad hoc-interpreters in triadic doctor-patient communication. It is a well documented fact that interpreters, due to their specific position within the triad, may not only ‘reproduce’ (Bührig & Rehein 2000) speech actions of primary interlocutors in a supportive sense, but may also participate in an interaction as primary interlocutors (Müller 1989, Wadensjö 1998, Meyer 2003). Whereas bilingual nurses or experienced interpreters seem to get involved in doctor-patient communication to promote what they perceive as the goal of the interaction (Bolden 2000, Davidson 2002), the performance of interpreters with a family background seems to be shaped by their specific relationship with the patient.

Our analysis is based upon a corpus of about 40 interactions. Examples will be taken from authentic briefings for informed consent and briefings on diagnostic findings. We will analyse specific sections of discourse that are difficult to understand for the patient, such as descriptions of medical procedures, risk information, or information about diagnostic findings. Our findings suggest that interpreters with a family background try to bring messages across in a way that is much more adapted to the supposed (lay-) knowledge and the emotional needs of the patient. These adaptations, however, do not always correspond to the institutional purposes and prerequisites of the doctor’s talk.

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Phonological Whole-Word Measures in Bilingual Spanish- and English-Speaking Three-Year-Old Children

Ferenc Bunta, Leah Fabiano, David Ingram, Brian Goldstein

Recent research in phonological acquisition has turned to including whole-word properties (Ingram, 2002; Ingram, in press). One such measure is the Phonological Mean Length of Utterance (PMLU) that examines the overall complexity of words as measured by the child's production of the word's segments and correct consonants. Another whole-word measure is the Proportion of Whole-Word Proximity (PWP), which compares the child's PMLU to the adult target. Preliminary research has shown that both measures increase over time in monolingual children. This paper extends the study of whole-word properties to bilingual children.

Phonological whole-word measures were evaluated for 8 three-year-old (36 to 48 months) bilingual Spanish- and English-speaking children and their monolingual peers of each language, for the total of 32 samples. The research questions were: 1. Is there an age effect for the PWP? 2. Do bilingual children differ from their monolingual peers on whole-word measures? 3. Do the bilingual children's whole-word measures differ in Spanish versus English?

The results concerning the first question indicated that there was no overall age effect for the 3-year-old bilingual and monolingual children ($R^2 = .015$ not significant ($F(1, 30) = .469$ at $p = .498$). Significant differences were found, however, for the second question. The monolingual English children had a mean PMLU of 6.24 versus 5.85 for the English of the bilinguals ($t(14) = 1.82$ at $p < .05$; effect size of $d = .91$). The monolingual English children had a mean PWP of .92 versus .86 for the English of the bilinguals ($t(14) = 1.80 < .05$; $d = .90$). Overall, the English of the monolingual children was more advanced on these measures than that of the bilingual children. There were no differences, however, on the Spanish of the monolingual children versus the bilingual children. Lastly, the bilingual children did show significant language differences on PMLU. Their Spanish PMLU was 6.15 while their English PMLU was 5.85 ($t(7) = 2.56$ at $p < .02$; $d = .72$). No significant difference was found on PWP (Spanish .84 vs. English .86).

The results show that the study of whole-word properties can reveal differences in bilingualism and is a worthwhile topic for future research. The lack of an age effect was surprising, because earlier research did find such an effect. Possible reasons for this finding are limited vocabulary size and age range. The findings comparing bilinguals to monolinguals were mixed. We found that the English of monolinguals was more advanced, but not the Spanish of monolinguals. Since this is the first study of this kind, it cannot be concluded whether or not this is the expected pattern. Lastly, the results on the languages of the bilingual children support the findings of Bunta, Davidovich, and Ingram (2006) on a bilingual English-Hungarian. Bunta, et al. found

differences on the PMLU but not on the PWP, just as the present study on Spanish and English.

The rocky road from policy to practice: Initial data from a longitudinal study of additive bilingual education in a rural Xhosa-speaking school in South Africa.

Beverly Lynette Burkett, Cordelia Foli, M-J Jackson, Elize Koch, John Landon

The language-in-education policy (LiEP) in South Africa is one of additive bi- / multilingualism. It is one of numerous post-1994 policies that have as their goals equity, redress and improved educational outcomes for all learners.

Transforming the language in education policy into classroom practice has at least two important aspects to it: a) developing implementation models and instructional practices that fit the context and b) researching their effect. The Additive Bilingual Education (ABLE) project is a longitudinal research project that aims to:

1. Work with Xhosa-speaking teachers and learners in a rural school in the Eastern Cape, South Africa, to develop a model of mother tongue-based bilingual curriculum delivery;
2. Monitor the impact of this on the learners' language proficiency in English and isiXhosa, their cognitive development and their academic achievement;
3. Compare this with the achievement of other groups of learners at two similar rural sites.

The project was set up five years ago and is monitoring the progress of two research cohorts at each site from Reception Year (in 2003 & 2005) through to Grade 9.

At School A an additive model of bilingual education (isiXhosa + English) is being implemented, with isiXhosa being maintained as a medium of instruction in some areas of the curriculum beyond Grade 4 alongside the introduction of English as part-medium. At School B the status quo, i.e. isiXhosa in the Foundation Phase and then a switch to English-medium, is being maintained with no intervention. At School C English is the medium of instruction from Reception Year. The latter is a school that differs in a number of ways from Schools A & B and is therefore regarded not as a second control site, but as a comparator site.

The paper will outline the research design, the challenges faced by the research team in working with School A to develop a practical model of additive bilingual curriculum delivery and in engaging in the research process. It will also discuss the initial comparative data across sites of Research cohort #1 at the end of Grade 3. The research team is fully aware of the inadequacy

of short-term studies of the impact of dual medium instruction, and that there is little to distinguish between the outcomes of different media of instruction during the first three years. So what will be presented can only be descriptive and tentative.

Earlier research on dual medium or bilingual education in South Africa done by Malherbe (1943) and on child language development by Ianco-Worrall (1972) was in terms of English-Afrikaans bilinguals. This work will contribute to an understanding of English-isiXhosa bilingual development.

Prosodic prominence in the segmentation of L2 words

Susanne Elizabeth Carroll

Segmentation (how discrete sound forms are extracted from the speech signal) has received little attention in second language acquisition research. It has nonetheless often been asserted anecdotally that learners first segment "salient" units, a claim which appears to suggest that some aspects of the signal are intrinsically salient. This claim has been made, for example, to explain why L2 learners learn lexical categories before they learn functional categories. Lexical categories are supposed to be salient because in some languages (such as English or German) they are accentable while functional categories are normally not.

In this paper, I report on a study consisting of 2 tasks of the same sort (one in German, the other in English) with 20 speakers of English (university students). Subjects had various degrees of proficiency in German as determined by a standardised grammar test and a standardised listening test.

Participants heard blocks of 6 sentences, each sentence containing a novel noun (a bird name). After listening to a block, participants had to indicate whether a bird name heard in isolation (which immediately followed the block) had been previously heard in one of the sentences. There were 20 target items, half of which were prosodically prominent (having been artificially created from separate strings in which they were contrastively focused), half of which were prosodically non-prominent (having been artificially created from separate strings in which focus fell on the preceding word). There were equal numbers of target blocks and distracter blocks.

We are currently still collecting the data (as of this submission date, we have run more than half of the subjects) so that I cannot state yet what the results are. Preliminary assessment of the stimuli by native speakers of English and German during piloting suggests that the non-prosodically prominent stimuli are highly "salient" in the L1, suggesting that salience is not an intrinsic property of the signal but rather results from linguistic knowledge of focal accent and its role in information structure. This observation is consistent with work in psycholinguistics which shows that listeners of languages like English

or Dutch use deaccented words to anticipate where focus will fall. The interesting questions will be (a) whether non-proficient listeners of an L2 find a difference among the target items (in the L2), (b) whether they exhibit a preference for the prosodically prominent ones in the L2, and (c) whether performance with respect to the non-prosodically prominent items is different in the L1 and the L2. The "intrinsic salience" hypothesis predicts that performance will be similar in both languages and favour accented words, regardless of proficiency. The "salience results from knowledge of focal accent" alternative predicts that performance might be quite different in the L2, favouring prosodically prominent words there only. Proficiency here should matter.

Quantitative assessment of revitalization programs in Spain, Ireland and the United Kingdom

Raquel Casesnoves

We propose a quantitative classification scheme for predicting the outcome of language revitalization programs in terms of age and geography-dependent levels of language knowledge and patterns of context-determined language use. This classification emerged from a comprehensive study of the six Autonomous Communities of Spain possessed of linguistic normalization programs, each intended to favour one of the Catalan, Basque or Galician languages. In this communication, we analyze the situation of Welsh, Irish and Scottish Gaelic in their respective countries to attempt to place them precisely in this predictive scheme.

Language knowledge is based on demographic and linguistic census data, while context-determined language use is extracted from sample surveys. Cross-tabulated by age and geography, these data determine the current status of the language and the directions and rates of change, allowing us to formulate predictions. Thus, Galicia has the highest rates of knowledge of a historical language in Spain, but its usage patterns make it clear that it is in retreat before the processes of Castilianization. In the Basque country, where the majority have little knowledge of the Basque language, patterns of knowledge and use lead to optimistic projections for the revival of Basque. Among the traditionally Catalan-speaking communities, predictions are quite positive for Catalonia, but a decline in the use and knowledge of Catalan is projected for the Balears and for Valencia.

Our preliminary work on Welsh, Irish and Scottish Gaelic, based only on the census, show that these languages are widely dispersed within our classificatory scheme. Welsh not only manifests the highest rate of knowledge, but recent censuses show an age-distribution characteristic of successful revival, and the 2002 census shows an overall increase in knowledge for the

first time. At the other extreme, the loss of Scottish Gaelic proceeds apace, even in the regions with high concentrations of Gaelic speakers. Irish represents an intermediate case, with the census indicating an ongoing process of erosion in overall competence level, but also an age distribution more favourable to recovery.

Though the historical languages are favoured more in rural than urban regions, the nine situations we study diverge with respect to what additional extent the language is regionalized. This is strongest in the case of Ireland, Scotland, Navarre and Valencia, and least important in Catalonia and Galicia. Reductions of knowledge in the regional and rural strongholds seem to be compensated by increases at the national level through the educational system. But this increase is not always accompanied by an increase in usage. Thus the placement of the three Celtic communities in our classificatory schema must await the compilation and comparison of survey materials on context-determined usage.

Measuring covert and overt prestige in bilingual communities: The case of “Singlish”

Francesco Cavallaro and Ng Bee Chin

“Singlish” or Singapore Colloquial English (SCE) is a variety so distinct from Singapore Standard English that the joke that Singaporeans are bilingual in “Singlish” and English has now become an uncomfortable truth for government officials who are concerned about managing linguistic resources. Currently, intensive campaigns are being mounted to rid the country of Singlish, which is seen by the authorities as well as to a substantial proportion of the community as an obstacle to economic success. The development and use of SCE has created a diglossic situation in Singapore where “Singlish” is clearly the Low status language. Language attitude studies worldwide have shown that the majority language and its speakers tend to be rated positively along status, intelligence and power dimensions (educated, successful, intelligent) while the minority variety and its speakers elicit positive responses in the solidarity semantic category (friendly, honest, responsible). This study examines subjective reaction to Singapore Standard English (SSE) and Singapore Colloquial English (SCE), using the matched-guise technique. Though SCE has been widely reported to be a strong solidarity marker for Singaporeans, no systematic study has been carried out to attest this observation. In this study, 75 Singaporeans and 19 non-Singaporeans listened to a recorded speech sample in SCE and another in SSE and were asked to rate the ‘speakers’ on a series of semantic traits. The results conformed to widely reported trends of other match-guised studies showing clustering of responses along dimensions of status and solidarity. However, unlike previous studies in

other contexts which tend to show increased solidarity ratings with non-standard varieties, the data from this present study points to a different trend. Contrary to expectations, SCE was rated significantly lower in solidarity traits compared to SSE. However, the data for this study was collected in a University context which is “status stressing” and therefore, could have biased the results. A second study was done to assess the reactions in non status-stressing contexts. Contrary to expectations, preliminary findings indicate no significant differences between the two contexts. The discussion evaluates the attitudes of New Englishes in other contexts and seeks to explain the discrepancy in the findings by drawing on the unique and intense language awareness campaigns Singaporeans have been subjected to since independence. However, “Singlish” is still widely used and commonly held to be a key symbol of identity for Singaporeans, and, it clearly has some level of covert prestige or function though this is not apparent in the two studies conducted. This paper discusses the impact of institutional intervention on the type of bilingualism that has evolved in Singapore and examines the applicability of the concept of covert prestige in such contexts.

To backshift or not to backshift: A comparative study of ESL and EFL bilinguals with Native Speakers

Krassimira Dimitrova Charkova and Laura J. Halliday

The context of learning a second language has an impact on the way it is acquired and used. Yet, empirical research has not sufficiently explored the differences between second language and foreign language settings in bilingual acquisition. This study aimed to cast some light on this issue by comparing ESL with EFL bilinguals with native speakers on the way they employ backshifting in reported speech.

Since the problem of backshifting tenses in reported speech is a problematic area of English grammar, we chose to carry out our study with ESL and EFL in-service teachers who would not only be faced by the challenge to decide whether to backshift or not, but would also have to teach this aspect of grammar to their students. The total number of participants was 151 -- 41 Native American English Speakers, 35 TESOL international students at a US university, 37 Bulgarian and 38 Bosnian in-service teachers.

The instrument included 14 informal speech scenarios, representing 7 grammatical tenses, Present Simple, Past Simple, Present Progressive, Past Progressive, Present Perfect, Future Simple, and Future Perfect in two contexts: Immediate Report and Report with Time Lapse. Participants were also asked to identify the reasons why they would backshift tenses or not in each speech scenario.

The study employed a mixed design methodology with quantitative and qualitative methods of data collection and analyses. The data were analyzed through descriptive statistics, Multivariate Analyses of Covariance, and qualitative analyses. The results provided evidence in support of the hypothesis that the environment of studying English would have a significant impact on the frequency of using backshifting in reported speech. More specifically, it became clear that the TESOL students who were in an ESL situation backshifted significantly less, thus resembling the Native speaker group, while the Bulgarian and Bosnian groups, who were in EFL contexts, backshifted significantly more than the TESOL and the American Native Speaker groups, $\eta^2 = .375$, $F(6,288) = 30.34$, $p < .001$, partial $\eta^2 = .387$. The distinction between the ESL and EFL participants was particularly pronounced in the context of Immediate Report.

When asked to identify their rationale for choosing backshifting, the TESOL students seemed to be guided by two main principles, “to sound natural” (54%) and “to follow grammatical rules” (57%), while the Bulgarian and Bosnian group gave priority to “grammatical rules” (77% and 74%, respectively). Other explanations, although less frequent, included “observing time lapse between the actual reported speech” and “maintaining the meaning of the original speech”. The qualitative data provided further support for our hypothesis about the different impact that SL and FL contexts have on the way bilingual in-service teachers use backshifting. These results are discussed in view of their application to second language teaching and acquisition.

Slang and second language acquisition: A study of Bulgarian English bilinguals

Krassimira Dimitrova Charkova

Because of its informal status and unstable nature slang is usually not taught at school, neither in native languages (L1s) nor in second languages (L2s). In this respect, it is interesting to find out to what extent and how L2 learners acquire slang in an L2, particularly in a foreign language (FL) setting where there is no direct contact with the language they are learning.

The present study aimed to address this issue by investigating the following broadly defined issues: 1) knowledge of English slang; 2) semantic categories of English slang, popular among Bulgarian EFL learners; 3) attitudes to and perceptions of English slang; 4) sources, reasons and methods employed in the learning of English slang.

The subjects were 101 Bulgarian learners of English, 58 high school students and 43 university students. The instrument included: a) a multiple-choice test of English slang terms; b) a free production task of English slang, and c)

questionnaires about sources, reasons and methods employed in the learning of English slang

The analyses of the data involved multivariate statistical methods and qualitative coding. The study found that the university students had a significantly better knowledge of neutral slang words, $F(1,97) = 4.75$, $p = .032$. The school age students provided a significantly greater number of correct slang words on the productive task, $F(1,97) = 119.82$, $p < .000$. Taboo/vulgar slang was a discriminant function that was strongly associated with the school age group and significantly discriminated it from the university students, $\lambda = .374$, $\chi^2(12) = 91.47$, $p < .001$. With regards to the sources of learning English slang, there were some interesting age differences, the most obvious being that the university students seemed to have a preference for direct sources, like online dictionaries, books, etc. while school age students used mediating sources like classmates and chatroom pals to enrich their knowledge of English slang.

Two factors were identified as significantly distinguishing the two age groups in their attitude to slang: a) Covert Prestige, $F(1,97) = 26.508$, $p < .000$ and b) Image Projection, $F(1,97) = 104.34$, $p < .000$. On both these factors the school age students had higher Means than the university students, which in other words meant that for school age students slang was a vehicle of group belonging and projecting an image of looking “cool”.

The qualitative data provided some insightful information about: a) the reasons why English language learners are interested in English slang, b) the methods they use to learn English slang, and c) the domains in which they use English slang. These data are interpreted in view of psychological variables such as motivation, interest and self-learning strategies that seem to influence the acquisition of slang in a foreign language and go far beyond the realm of slang to broaden our understanding of foreign language acquisition in general.

Chinese-English Code-Switching: A Case Study

Shih-Chieh Chien

Code-switching is a very common phenomenon in conversations between bilingual speakers. According to Poplack (1988), the definition of code switching is the notion that it occurs where speakers change from one language to another in an ongoing discourse, including alteration of sentences, phrases from both languages succeeding each other and switching in a long narrative. Code-switching can be related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities (Poplack, 1988).

The purpose of this study aims to investigate some elements of why the code-switching occurs. Data were collected from an informal conversation by graduate students in a dining hall at a US university during the lunchtime. All the speakers were native Chinese speakers. They code-switched between Chinese and English. The predominant language they adopted was Chinese. Sometimes they code-switched to English, but were mostly limited to the single word or phrase. Code-switching within a sentence tended to occur more often at points where the syntaxes of the two languages aligned. Furthermore, they were quite skilled and fluent in code-switching (unflagged) (Poplack, 1988; Urciouli, 1991). There was a smooth transition between Chinese (L1) and English (L2), unmarked by false starts, hesitations or lengthy pause and it seems they were unaware of code-switching (Poplack, 1988; Urciouli, 1991). The purpose of their talking seems to be for the communication and to exchange the information. The reasons why they code-switched can be categorized as follows: 1) ease of expression 2) lexical substitution (the word choice of the speaker) 3) reinforcement and reiteration 4) cultural preference (a person from a different culture to the one in which they are living may find it necessary to switch back the mother-tongue in order to explain something which has no linguistic equivalent in the country which they are now living) 5) the impact of globalization (Englishization) 6) lexical density (emphasis; rhetorical effect). Examples will be given to further explain where/how the code-switching took place.

This study concludes that code-switching occurs naturally and unobtrusively such that it is not an interference to language but rather a verbal mechanism of presenting an individuals' social standing with regard to a particular conversational participant. As such, code-switching performs a socio-linguistic function. Moreover, code-switching allows a speaker to convey attitude and other emotives using a method available to those who are bilingual and again serves to advantage the speaker, much like bolding or underlining in a text document to emphasize points. Utilizing the second language, then, allows speakers to increase the impact of their speech and use it in an effective manner.

Effects of age of exposure and syntactic processes in the acquisition of the D-domain by child and adult L2 learners of Modern Greek

Vicky Chondrogianni

Current L2 acquisition (L2A) theories place the burden of L2A on feature interpretability as the locus of cross-linguistic variation, whereas syntactic operations (Merge, Move) remain intact. For the Failed Feature Hypothesis (FFH) (Hawkins & Chan 1997, Tsimpli 2003) uninterpretable features in the L2 not present in the L1 will remain problematic. Conversely, the Full

Transfer/Full Access Hypothesis (Schwartz and Sprouse 1994/6) maintains that the L1 feature inventory can affect initial stages, but later UG constrained restructuring is possible. At the same time, L2 grammatical properties, such as morphosyntax (Schwartz 2003) or cliticization (Granfeldt and Schlyter 2004) have been considered sensitive to age of exposure to the L2.

The present study explores the predictions of L2A theories and the role of age of exposure to the L2 by comparing the acquisition of third person direct object clitics and the definite and indefinite determiner by Turkish-speaking learners of Modern Greek. Direct object clitics and definite determiners have been treated as elements belonging to the same category, i.e. D-elements (Postal 1969; Abney 1987; Uriagereka 1995) with similar internal structure (uninterpretable phi-features, Tsimpli & Stavrakaki 1999), although the object clitic is said to undergo further syntactic movement both as an XP/X element (Mavrogiorgos 2005 for Modern Greek). In contrast, Turkish has no overt marking of definite determiners and D-linked pronominal objects are expressed through the licensing of a null element (*pro*).

In the current study child ($n=74$, age of exposure after 6) and adult ($n=30$) Turkish-speaking L2 learners of Modern Greek of different proficiency levels (low, intermediate, upper intermediate and high) were tested on the production of clitics and determiners using a story-telling task, a combination of a truth-value and elicited production task (Schaeffer 2000) and an elicited imitation task.

The results of the present study suggest that although L1 transfer is apparent at the initial stages of acquisition, it does not affect all constructions uniformly. The definite determiner appears earlier than clitics, although morphophonologically similar, contra FFH predictions. Secondly, the properties of the indefinite determiner are not initially transferred from the L1. Additionally, there is an effect of both age and construction, as apart from the asymmetrical pattern observed in both children and adults, adult L2 learners are worst in the production of clitics. With respect to morphology, both children and adult L2 learners commit phi-feature errors (mostly gender). Gender mismatches are influenced by the noun's animacy and inflectional category but do not show a deficit of the Agree relation between the determiner and the noun. The current results support a modular approach to transfer and argue for an effect of age and construction, when complex syntactic operations (Sorace 2005, Jakubowicz et al. 1997) are involved.

Lexical access in L2: Are nuances of word meaning available to L2 readers?

Dorothee Chwilla, Noriko Hoshino, & Judith F. Kroll

Although past research has exploited the presence of cross-language ambiguity to investigate the nature of bilingual lexical access, very few studies have examined the sensitivity of second language (L2) readers to the full range of meaning available to readers in the first language (L1). Past studies provide a mixed picture of how sensitive bilinguals may be to the semantics of the L2. Some research (e.g., Finkbeiner et al., 2004; Kotz & Elston-Güttler, 2004; Silverberg & Samuel, 2004), suggests that access to L2 semantics depends on the age of acquisition and proficiency in the L2, with late bilinguals potentially constrained in both the quality and quantity of information available. However, other research demonstrates rapid access to semantics very early in L2 learning (e.g., Altarriba & Mathis, 1997; Sunderman & Kroll, 2006).

The present study examined the ability of relatively proficient bilinguals with English as their L2 to process semantic ambiguity in English. In a series of experiments, we used two paradigms that in past psycholinguistic research have revealed sensitivity to semantic ambiguity for native speakers of English. In one study, Azuma and Van Orden (1997) reported an interaction between the number and relatedness of meanings when lexical decision was performed by native English speakers. Performance was slower for words with few than many meanings, but only when the words were categorized as low in relatedness. For words with highly related meanings, there was no effect of the number of meanings overall. In a second study, Rodd (2004) investigated the relation between the number of senses of meaning and word consistency in English. Here there was an effect of semantic ambiguity only for words that were irregular in English.

In one set of experiments, we compared the performance of native monolingual speakers of English to Dutch speakers of English on the Azuma and Van Orden (1997) materials. Native English speakers and highly proficient Dutch-English bilinguals replicated the same interaction reported by Azuma and Van Orden, suggesting that the L2 readers were able to access the number and relatedness of meanings in an online task. In a second set of experiments, we compared native monolingual speakers of English to relatively proficient Korean speakers of English on the Rodd (2004) materials. Again, we replicated the interaction reported by Rodd for both groups of English speakers. Although the Korean speakers were slower to name words in English than the English monolinguals, the pattern was the same. Taken together, the results of these experiments demonstrate that proficiency appears to confer sensitivity to nuances of meaning in the L2.

Salience and context effects in the processing of L1 and L2 multi-word units: Evidence from a self-paced reading task.

Anna Barbara Cieślicka, Breffni O'Rourke, David Singleton

Although there seems to be a consensus among researchers about the instrumental role of context in determining the correct interpretation of an utterance, opinions differ about the exact point during processing at which context affects language comprehension. There are essentially two opposing views concerning the issue of how context affects lexical access: the modular view and the direct access view. Whereas the modular view holds that lexical access is automatic and uninfluenced by extralexical factors (Forster 1979; Holmes 1979; Onifer and Swinney 1981; Rayner et al. 1983; Seidenberg 1985; Swinney 1979), with context affecting only the post-access, selection stage of language processing, the direct access view assumes that the surrounding context primes the selection of the appropriate meaning (Burgess et al. 1989; Paul et al. 1992; Tabossi et al. 1987; Tabossi 1988), preventing the activation of contextually incompatible senses of a potentially ambiguous word or expression. A different approach to the role of context in language comprehension has been put forward by Giora (1997, 1999, 2003), whose graded salience hypothesis posits the priority of the so-called salient meanings. These meanings are independent of context, always processed initially and accessed via direct look-up in the mental lexicon immediately upon encounter of the language stimulus.

The experiment described in this paper aims at verifying these differing views, with a particular focus on Giora's graded salience hypothesis. In the experiment we recorded reaction times (RTs) of native speakers of English and Polish-English bilinguals presented with multi-word units (MWUs) in a self-paced reading task. The MWUs employed in this experiment had two potentially ambiguous (figurative and literal) readings and covered a whole range of expressions, whose well-established figurative meanings are, in line with Giora's model, more salient for native speakers of English than their alternative, literal interpretations. These MWUs were used both figuratively and literally and were embedded either in a rich, supportive context, preceding those MWUs and favoring their figurative or literal reading, or in a neutral context, in which case the disambiguating information regarding their preferred (figurative or literal) reading followed the MWU. Since the status of figurative and literal meanings of MWUs in L2 processing is likely to differ from that in L1 processing (see, for example, Abel 2003, Cieślicka 2006, Kecskes 2000, Liontas 2002), it was predicted that the results obtained for Polish-English bilinguals might be quite different from those of native speakers of English. More specifically, in line with the suggestion that literal meanings of L2 fixed expressions enjoy a more salient status than their figurative meanings, it was hypothesized that the processing of L2 MWUs

might be less impervious to contextual effects than the processing of MWUs in the monolingual mode.

A 'Big Deal' in Moldova: The English wedge in post-Soviet politics of bilingualism

Matthew H Ciscel

In contexts of post-colonial national emergence, a multitude of discourses converge on the negotiation of national and individual identities. Throughout post-Soviet Eastern Europe, including Moldova, these discourses have returned consistently to issues of code choice, standards of script, and accompanying images of cultural values that highlight schisms in identity: Western (European) vs. Eastern (Russian), capitalist vs. communist, urban vs. rural, and young vs. old, among others (Bilaniuk 2005, Laitin 1998). Recognized almost universally as a symbol of cultural and economic prestige, the English language symbolically enters these discursive schisms as a wedge down the middle of local bilingualism (Bhatt, in press). In this study, the presenter will explore the role of English in discourses of Moldovan bilingualism (in Romanian and Russian) as evidenced in signage, both public and commercial, along the streets of Moldova's capital, Chisinau, and in a rural resort town near the city.

Images include billboards, monument placards, shop signs, graffiti, and markers on government offices. For each category, a number of images will serve to illustrate the discourses that negotiate a range of national and individual identities. The images and text illustrate several signifiers for contrasts in identity. These signifiers include contrasts in the use or non-use of Romanian, Russian, and English, the choice of either Cyrillic or Latin script (including variants of each), and the juxtaposition of certain codes and scripts with certain types of non-textual images. The findings of this exploratory study suggest a substantial amount of resistance, particularly in Moldova's private sector, to governmental policies of official Moldovan (Romanian) language in the Latin script. This resistance from the russophone minority in the country elicits, in turn, varying forms of reaction from the romanophone and bilingual majority. On both sides of the local bilingual divide, English often serves to bolster local language prestige through association or to resist local bilingualism through bilingualism in English. In conclusion, signage in Moldova's capital city provides deep insights into the discourses of identity negotiation that have marked national emergence in Moldova, including the subtle role of global English.

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WHY GERMAN NEEDS A COORDINATED PLURALISTIC LANGUAGE POLICY

Michael George Clyne

This paper is based on a project on a study of the role of multilingualism in present-day Germany, with information gathered from the literature, the web, interviews, field work, and small surveys. I draw attention to inconsistencies in language policy directions within and between the domains of school and university education, the media, and business. The monolingual push for assimilation in relation to immigrant languages stands in contrast with the laxity with which the inroads English is making in the academic and business domains. At the same time foreign students taking English-medium courses do not receive the kind of support for their English that they would get in English-speaking countries and have very few formal opportunities to develop their German. Protests against the perceived discrimination against German in the EU contrast with the pragmatic advances of English as a lingua franca in German international companies. The tendency for Germans to speak English to all non-Germans other than immigrants is reducing the demand for German as a foreign language in Central European countries with a longstanding German-speaking tradition. The use of English as an academic lingua franca has serious consequences for the future of German as well as for communication between experts and the wider community. The institution which appears to be promoting multilingualism most is schools. However, the dominance of English is increasing here too; suggestions to make English the chronologically second foreign language started are not heeded. Moreover, the greatest diversity, with two compulsory languages and one optional one, is in the Gymnasium, the most elitist school, which relatively few children of migrant background are able to attend. Immigrant languages are hardly taken by students of German background and there is little evidence of the utilization of community resources in immigrant languages (even of English, Spanish and French) in school programs. This would enhance the status of these languages and facilitate developing Germany's language potential. There do not seem to be models for the teaching of languages to students with and without home backgrounds in them.

Germany does not keep statistics on the number of speakers of any languages other than German which would be essential for language planning.

The paper suggests how different components of the population and institutions could play their role towards the development of a language policy for Germany. One obstacle is the nature of the federal system.

The effect of verbal information on the comprehension of ambiguous sentences by Spanish-English bilinguals

Tracy R. Cramer & Paola E. Dussias

We examine if structural commitments made when people read sentences in their L2 are constrained by the verb's lexical entry about its preferred structural environment (i.e., verb bias). We study verb bias because findings in the monolingual domain show that ambiguity resolution processes are sensitive to lexical information about the preferred subcategorization frame of verbs. For example, Wilson & Garnsey (2001) found that the likelihood of a particular verb occurring in a specific syntactic frame guides the initial selection of a structural analysis. That is, when verb bias information and sentence continuation are congruent, (1) & (4) below, English speakers do not show processing difficulties. However, when verb bias and sentence continuation are incongruent, (2) & (3), speakers show increased processing difficulty. The fact that usage-based information associated with verbs influences comprehension difficulty allows us to ask whether L2 readers can use this information when processing sentences in their L2.

Fifty L1 Spanish-L2 English speakers read sentences displayed on a screen using a moving-window technique. Stimuli consisted of 20 direct object-bias & 20 sentential complement-bias verbs (in italics below) embedded in temporarily ambiguous direct object (DO) or sentential complement (SC) continuations. The ambiguity arises because the noun phrase (NP) in bold can potentially function as a DO or as the subject of the ensuing clause. Sixty-two fillers were used. All sentences were followed by a comprehension question. Sample stimuli are given below:

- (1) The director *confirmed* **the rumor** after he testified last week (DO-bias verb; DO-continuation)
- (2) The director *admitted* **the mistake** after he got caught last week (SC-bias verb; DO-continuation)
- (3) The director *confirmed* **the rumor** could mean a security leak (DO-bias verb; SC-continuation)
- (4) The director *admitted* **the mistake** could mean less revenue for the airline (SC-bias verb; SC-continuation)

If, as suggested by universal models of sentence parsing (Frazier, 1979), the parse initially constructs the syntactically simpler structure (the direct object

analysis), Spanish-English readers should spend more time at the disambiguating region (defined as two words after the ambiguous NP) in (3) and (4) than in (1) and (2). However, if lexical information is used during L2 sentence processing, as argued by constraint-based models (MacDonald, 1994), speakers should have more difficulty with (3) vs. (1) and with (2) vs. (4). ANOVAs by subjects and items performed on the sentences for which participants had learned the English verb biases (determined via a norming study) showed an interaction between verb bias and sentence continuation ($p < .01$). Subjects took on average less time to read the disambiguating region in (1) (429msec) than in (3) (452msec) and more time to read (2) (480msec) compared to (4) (433msec), lending support to constraint-based models of sentence parsing.

Using the MLF model to identify convergence in the speech of Welsh-English bilinguals.

Peredur Davies and Margaret Deuchar (University of Wales, Bangor)

Convergence is defined by Bullock and Toribio (2004:91) as “the enhancement of inherent structural similarities found between two linguistic systems”. It is generally agreed that convergence is a result of contact-induced language change (cf. Thomason and Kaufman 1988, Backus 2004) but relatively little is known about the actual mechanism by which language contact leads to language convergence. However, the phenomenon of code-switching, which involves language contact both within and across clauses, promises to provide some insights into this process.

In this paper we describe an initial attempt to use the Matrix Language Frame (MLF) model (Myers-Scotton 2002) as a means for identifying loci for convergence. In previous research, Deuchar (forthcoming) found that by applying the morpheme order and system morpheme agreement criteria to a small sample of Welsh-English clauses, the matrix language of the majority of bilingual clauses could be clearly identified. However, in a minority of cases the two criteria pointed in different directions. We shall report on a more detailed investigation of cases of this kind using a larger sample of data. We shall explore the hypothesis that clauses with an ambiguous matrix language will show signs of convergence from Welsh to English in word order.

Our analysis will report on both monolingual and bilingual clauses and will be both quantitative and qualitative. The quantitative analysis will give us an idea of the percentage of clauses which show convergence and the qualitative analysis will show how convergence seems to work. We shall argue that the extent of convergence in monolingual clauses will give us an idea of the direction of change in Welsh.

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HOW SHARING A TRANSLATION AFFECTS SEMANTIC SIMILARITY: RECIPROCAL EFFECTS IN L1 AND L2

Tamar Degani, Anat Prior and Natasha Tokowicz

How does an individuals' first language (L1) influence the meanings activated by their second language (L2)? Could the L2 influence meanings activated by the L1? Previous research has found semantic transfer from L1 in L2 learners (Jiang, 2002). In the present work, we find a similar pattern of results but further extend them to investigate the possibility of semantic influences of an acquired L2 on an individual's L1. Reciprocal influences of this nature would be expected under models that posit a shared conceptual space for the two languages of bilingual speakers (cf. DeGroot et al., 1994), but would be less easily explained by models assuming unidirectional semantic transfer from L1 to L2 (e.g. L1 lemma mediation, Jiang, 2000).

In the current study, we compared semantic similarity ratings of monolingual English speakers with those generated by two groups of proficient bilingual speakers of Hebrew and English (English/Hebrew and Hebrew/English). The experimental materials included related and unrelated word pairs in English, that either shared a Hebrew translation (e.g. 'peace' and 'hello' in English are both translated to Hebrew as "shalom") or had two distinct translations in Hebrew. Recent evidence suggests that the translation mapping across languages influences perceived semantic similarity of translations (Tokowicz et al., 2002).

The ratings collected from the L1 Hebrew speakers who had acquired English as an L2 demonstrate the expected influences of L1 semantic structure on L2; unrelated words in English that share a translation in Hebrew received higher similarity ratings from these bilinguals than words that do not share a translation. Importantly, similar effects were not evident in the ratings of the

monolingual English speakers, suggesting influences of L1 (Hebrew) semantic structure on the processing of L2 (English) words.

The performance of the English/Hebrew bilinguals will be compared to that of both the monolingual English and the Hebrew/English bilinguals to investigate the possibility of reciprocal cross-language semantic influences. The results are discussed in relation to models of bilingual conceptual representation and cross-linguistic semantic interactions.

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A COMPARISON OF LEXICAL PRODUCTION BY MONOLINGUAL AND BILINGUAL TODDLERS USING THE CDI: It's all about fast and slow.

Annick De Houwer, Marc H. Bornstein, Diane L. Putnick

It is often claimed that bilingual children show a delay in lexical development when compared to their monolingual peers. In this study we compare lexical development between monolingual and bilingual children to test this claim. We studied children at a much earlier age than has so far been reported in the literature: the 60 children were all just 20 months of age at the time of data collection. All were firstborn and lived in middle-class intact families. Thirty of the toddlers grew up hearing just one language, Dutch, from birth (monolingual group). The other 30 toddlers grew up hearing two languages (Dutch and French) from birth in the home (bilingual group). At the time of data collection, all children were reported to develop normally.

Lexical development (i.e., the production of word types) was measured using Dutch and French adaptations of the Toddler Form of the MacArthur Communicative Development Inventory (CDI). This is a parent report instrument where caregivers are asked to check off the words that their child says. For this study, we asked up to three persons per child to fill in the list. For the bilingual group, these persons were asked to fill out the form for each language.

Total word production in the bilingual children combining their use of both Dutch and French word types does not differ significantly from "total" word production (in just Dutch alone) by the monolingual children ($t(58) = 1.89$, ns), although on average, the bilingual toddlers produce many more different words than the monolinguals (272 versus 172). When just the use of Dutch words is compared across the two groups, there are no differences either ($t(58) = 1.22$, ns).

The differences among children in each group are much greater than the differences between the two groups: there is an enormous amount of variation, and standard deviations often surpass averages. The variation also shows in the differences between the child who produces the lowest number of different words, and the child who produces the highest number: in the bilingual group, Dutch production ranges from 4 to 642. The monolingual group shows a somewhat more restricted but still very wide range from 30 to 531. French word production in the bilingual group ranges from 4 to 592, and for both languages combined there is a child who produces just 14 different words, and another one who produces 1234 (which is more than double the 'top' monolingual child's score).

Rather than thinking in terms of 'monolingual' versus 'bilingual', it appears that the major differences at this early stage of development are between 'slow' and 'fast' learners, regardless of the number of languages that are being learned. The great challenge is to understand these differences between success rates in word learning. It is these different success rates that may be the real reason for previously found differences between children categorized as monolingual and bilingual.

Speaking fluency, and linguistic knowledge and processing speed in unbalanced bilinguals

De Jong, N.H., Florijn, A.F., Hulstijn, J.H., Schoonen, R. & Steinel, M.P. (in alphabetical order)

In this contribution, we will explore the interaction between speaking fluency on the one hand, and linguistic knowledge and processing speed on the other. Speaking fluently requires the availability of linguistic knowledge, such as grammatical structures and appropriate vocabulary, as well as fast access to these kinds of knowledge (i.e., processing speed) (cf. Levelt, 1989, Levelt, 1999). Although there are noticeable differences between native speakers in their speaking fluency, it is generally assumed that native speakers reach a high enough level of linguistic knowledge and processing speed to speak fluently in their mother tongue. However, in the process of becoming bilingual, second language speakers have to acquire new linguistic knowledge

and in order to speak fluently, this knowledge must become easily accessible and readily 'processable' (Lennon, 2000).

In a large-scale study, we collected data on linguistic knowledge (grammar, vocabulary), processing speed (RT's for lexical retrieval and sentence construction) and on speaking fluency of (unbalanced) bilingual speakers of Dutch (N=200), and of native speakers (N = 50). The group of L2 speakers of Dutch consisted of speakers who differed in their level of proficiency (intermediate and advanced level, respectively). The main question we will address is to what extent linguistic knowledge and processing speed contribute to speaking fluency, at different levels of L2 proficiency, and how this contribution compares to the contribution these variables have to L1 speaking fluency of native speakers.

Linguistic knowledge is assessed with a productive vocabulary test and a productive sentence completion test. Processing speed is measured at the lexical level by means of a timed picture naming task, and at the grammatical level by means of a timed sentence rephrasing task. Both the off-line linguistic knowledge tests and the online processing speed tests were piloted and showed satisfactory psychometric characteristics. For speaking fluency, several semi-authentic open-ended speaking tasks were administered. Half of the tasks pertain to a formal speaking context, and the other half to an informal context. Participants' speaking performances were subjected to analyses of fluency in terms of mean length of runs, number of silent pauses, mean length of silent pauses, total run and phonation time ratio.

In correlational/regression analyses, relations between speaking fluency and linguistic knowledge and processing speed are investigated. The performances of the two bilingual groups will be compared to performance of the native group. Furthermore, relationships between linguistic knowledge and processing speed, and speaking fluency are compared between the two bilingual groups, and between bilingual and native speakers.

Second Language Acquisition of Gender: Italian gender in native speakers of Dutch and English

Hannah De Mulder

The first language (L1) acquisition of gender is relatively quick and unproblematic for children from most L1 backgrounds. There is, however, less consensus on the learning process for adult second language (L2) learners. Some studies find that gender remains problematic (cf. Bartning 2000; Hawkins & Franceschina 2004), but others find nativelylike gender proficiency (cf. White et al. 2001; 2004). The influence of the learner's L1 on L2 gender acquisition is also subject to debate. Whereas the Failed Functional Features Hypothesis (FFFH, Hawkins & Chan 1997) predicts that it is only possible to

acquire gender in an L2 if the learner has gender in the L1, the Full Transfer Full Access hypothesis (FTFA, Schwartz & Sprouse 1994; 1996) predicts that with sufficient input, targetlike knowledge of gender is attainable. This paper considers the acquisition of gender in light of these issues for Dutch and English learners of Italian.

In two experiments, L2ers (10 L1 English, 10 L1 Dutch) were tested on their knowledge and processing of Italian gender. As Italian and Dutch both have gender, but English does not, it is expected that the Dutch learners will outperform the English learners if the gender characteristics of the L1 are of key importance. The experiments contained sentences with determiner-noun-adjective phrases with correct (1) and incorrect (2) gender marking:

1) la_{fem} risposta_{fem} esatta_{fem}

the correct answer

2) *il_{masc} risposta_{fem} esatto_{masc}

In an acceptability judgement task (AJT), designed to measure knowledge of gender, the subjects were asked to rate the sentences. A self-paced reading task (SPR), in which subjects read the sentences, was also administered. Differences in reading times were taken to reflect underlying differences in processing.

The results show that learners can acquire the Italian gender system quite successfully. All groups clearly distinguish correct from incorrect gender marking in the AJT ($p=.000$). This indicates that learners have the relevant knowledge of gender. On the SPR task, however, the performance of the non-natives did differ from that of the natives. The natives showed significantly longer reading times for sentences with incorrect gender marking ($p=.002$), but this effect was not significant for non-natives (although there was a tendency in this direction; $p=.051$ for the Dutch and $p=.058$ for the English group). The processing of gender is thus not entirely nativelike for the learners. Contra the FFFH but in line with FTFA, the two non-native groups did not differ significantly from each other in their performance; the nature of the L1 thus did not determine whether the acquisition of gender was targetlike. Furthermore, individuals from both groups performed within the native range in the two experiments, thus indicating that it is possible for learners from different L1 backgrounds to be successful, even nativelike, in their acquisition of the Italian gender system.

Linguistic variation and code-switching in an urban area: Italian and Sardinian in Cagliari (Italy)

Giovanni Depau

The aim of our research is to analyse some aspects involving code-switching and interference phenomena in the Sardinian context, focusing on the Italian language-dialect contact situation.

Numerous studies have been conducted on language contact in bilingual situation, due to the growing interest in linguistic minorities and their language community.

Indeed, Sardinian is Italy's one most spoken minority languages, and measures have been taken for its standardisation. Furthermore, studies on Sardinian belong to a well established tradition within research on romance languages.

The study here presented is part of a larger doctorate research project, in the Université de Grenoble, France.

Our study has been conducted in Cagliari, the Island's head of province. The choice of this location has been motivated for the following two reasons:

firstly, being the Island's capital, Cagliari is reputed to be the area in which Italian is most present in the speakers' repertoires;

secondly, the city's urban dialect is seen as the one which has undergone the strongest process of Italianization with respect to the island's other cities.

Through the analysis of spontaneous conversations, we shall attempt to show the ways in which Sardinian and Italian are present in the speakers' repertoire.

A hidden omnidirectional microphone was used to tape spontaneous speech in various areas of the city (residential and centre). Specific interaction contexts were taped ranging from informal meeting points (squares, bars, market) to more formal, official places (post office, municipality information desk, and hospitals). A total of 18 hours were recorded.

We will proceed to analyse the social and communicative meanings conveyed by the codeswitching practices observed, for then discussing its function as an identity carrier.

The contact Italian - Sardinian will be analysed even through a perspective which accounts for cases of both borrowing and hybridism too.

The analysis of contact phenomena between Italian and Sardinian will offer us the opportunity to show the specificity of the Italian sociolinguistic context in relation to other bilingual contexts. Furthermore, it will enable us to view such a context within the current literature on code-switching, in an attempt to contribute new material for analysis, broadening the span of research on the principles governing language contact phenomena.

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Welsh-English code-switching: a clause-based analysis

Margaret Deuchar, Dirk Bury, Elen Robert, Peredur Davies and Jonathan Stammers

This paper will report on some initial results from the analysis of Welsh-English code-switching data collected as part of a funded project on code-switching and convergence in Welsh. The database when complete will consist of about 40 hours of informal conversation between pairs of bilingual speakers known to one another. The data are being transcribed using the LIDES/CHAT conventions for contribution to Talkbank (<http://www.talkbank.org>).

The transcriptions will be used as a basis for a clause-based analysis which will involve identifying all the clauses in a sample of data and coding them as monolingual or bilingual. This will make it possible to quantify the amount of code-switching used by individual speakers and to relate this to extralinguistic variables about which information has been collected via questionnaires. In addition, the individual clauses will be used to test alternative models of code-switching such as the Matrix Language Frame (MLF) model (Myers-Scotton 2002). To test the MLF model, the matrix language of each clause will be identified according to two criteria: morpheme order and subject-verb agreement. It is predicted that a matrix language will be identifiable in the majority of cases, but that clauses where the two criteria lead to a conflicting outcome will be indicative of possible convergence.

We shall focus particularly on the methodological aspects of clause-based analysis, including how to deal with the coding of complex clauses, and on the theoretical question of the criteria that should be used to evaluate competing code-switching models.

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The choice of pronoun of address among Native and Non-native speakers of French

Jean-Marc Dewaele and Martine Faraco

Sociolinguistic rules governing choice of pronouns of address are notoriously difficult in French, despite the fact that the number of variants is rather limited: the more formal *vous* versus the more informal *tu*. Children with French as an L1 learn to use pronouns of address appropriately as part of their socialisation process. The learning curve is much steeper for instructed learners of French and many never reach the summit. Levels of interindividual variation have been found to remain high among non-native speakers (NNS). Previous research has shown that among L2 learners appropriate use of pronouns of address is linked not so much to length of instruction but rather to the amount of authentic interaction in French outside the classroom (Author 2004, Author 2006, Kinginger & Belz 2005).

The present contribution focuses on the effects of situational and sociobiographical variables on the choice of pronouns of address in native (NS) and NNS of French. Data on pronoun choice were collected through a written discourse completion test presenting 15 situations varying in formality. It was completed by a control group of 101 French students (61 females), and an experimental group of 99 non-native speakers (69 females) who were enrolled in the summer courses or in the year abroad language programme at the university of Aix-en-Provence (mean age: 26 yrs for both groups). The NNS came from Africa, Asia, the United States and Europe. They had been studying French from anywhere between a few weeks to 46 years (mean: 11.3 yrs). Proficiency levels thus range from beginners to highly advanced L2 users.

Statistical analyses revealed that the NS control group agreed much more frequently on pronoun choice than the NNS. Significant differences emerged between NS and NNS in both highly informal and highly formal situations. Pearson Chi² analyses showed that socialisation rather than length of formal instruction in French was associated with pronoun choice among NNS. The results will be discussed in the light of recent research on the acquisition of sociolinguistic and sociopragmatic competence in an L2.

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The Acquisition of Gender by Children and Adults

Elena Dieser

In order to understand which strategies children and adults employ in the acquisition of the gender assignment of nouns, and to what extent (if at all) the acquisition of one gender system is influenced by the acquisition of another, a wide spectrum of empirical data was collected and analysed.

Two hypotheses were put forth:

1. In first and second language acquisition, the acquisition of the gender assignment of nouns takes a similar course. This course comprises a combination of the acquisition of lexical items (i.e. word by word) as well as rule-based learning. The less 'random' the gender system, the higher the proportion of rule-based learning. The reverse is also true. Concerning the question of which rules are acquired first, we consider the Clarity Approach (Mills 1986) and the Prototype Approach (Cejtlin 2004);

2. Bilingual children in the acquisition of gender systems of the two languages concerned take the same approach as monolingual children of these languages. Gender interference occurs mainly immediately after bilingual children have just switched from one language into another, or into the weaker language. Older children and adults demonstrate a much higher frequency of cases of gender interference.

Data were gathered from longitudinal studies of three bilingual German-Russian speaking children aged 1;0 to 6;6, a cross-sectional study of recordings of 20 German-Russian speaking children aged 3;0 to 10;0 (with different acquisition strategies), a cross-sectional study of recordings of ten bilingual adults, and studies of monolingual German or Russian speaking children and adults for comparison.

The results of the data analysis for the most part confirmed the above-mentioned hypotheses. Difficulties for adult learners of German and the longer time period it took for the bilingual children in comparison with the monolingual children to acquire the German system of rules, led us to suppose that this was due to less frequent input and therefore that the acquisition of gender assignment rules for nouns of languages with a somewhat 'random' gender system (e.g. German), proceeds mostly lexically (i.e. word by word). The same was true for the type of gender mistakes, which were almost always due to the false gender assignment for a particular noun and almost never due to variations in the many gender-dependent words which accompany a noun (e.g. *ein kleine Katze 'a-Neut/Masc small-Fem cat-Fem').

The acquisition of the Russian gender system presented few great difficulties for either bilingual children learning their first language (L1) or child and adult L2 learners.

The order in which various gender rules were acquired was confirmed by both the Clarity Approach (Mills 1986) and the Prototype Approach (Cejtlin 2004)

and was very similar in many ways for monolingual and bilingual children, as well as for adults.

True bilingualism among conference interpreters

Gloria Diewald

This paper presents an empirical study of true bilingualism among professional conference interpreters working in Vienna. Designed as a follow-up to Christopher Thiéry's pioneering 1975 dissertation and his definition of true bilingualism, the study aims to describe this psycholinguistic phenomenon with reference to numerous variables such as language development, language use and the self-perception of true bilinguals. On the basis of an adapted and extended version of Thiéry's (1975) questionnaire, 14 experienced conference interpreters with a total of eight different language combinations were interviewed to gather biographical data on their bilingualism. After transcribing the recorded material, quantitative and qualitative analysis methods were combined to extract key information out of these bilingual-life stories. The findings suggest that a true bilingual is someone 1) who has acquired two languages as a result of natural immersion in early years; 2) who masters both languages like a native speaker (similar language use in everyday life); and 3) whom the members of his/her linguistic environment(s) regard as one of themselves. A detailed description of the language acquisition process, the threefold constellation of linguistic forces, language dominance, the dynamics of bilingualism and special behavioural features such as code switching and mixing is presented. In the light of the profession as conference interpreter, the controversy around true bilingualism is discussed, including the idea of bilinguals as "natural born translators", allowance for true bilingualism in interpreter training at university, and the classification criteria used by professional conference interpreter associations to categorize their members' working languages. Overall, the study adopts a multidimensional approach to cater for the multifaceted phenomenon of true bilingualism, which is shown to be a trait deeply rooted in the biographies of bilinguals.

Attractiveness of constructions in Turkish-Dutch contact

A. Seza Dogruoz and Ad Backus

Languages in contact influence each other in various ways (e.g. Thomason 2001). However, little is known about which structures undergo changes at different stages of contact. In this presentation, we provide a synchronic overview of the Turkish-Dutch contact situation which has a history of over forty years.

According to Johanson (2002), some aspects of language are more attractive for borrowing than others. We will focus on two of these in Dutch/Turkish (NL-Turkish) spoken corpus: word order and partially schematic units (constructions).

Word order is often expected to be one of the first changes in case of contact. Turkish has SOV and Dutch has SVO in main clauses. In addition, Turkish also uses other word orders for certain pragmatic functions. As a result of contact with Dutch, NL-Turkish is expected to increase its use of SVO and neutralize its pragmatic functions. However, the analyses revealed that SOV still prevails despite the few violations of information structure due to Dutch influence.

Following traditions in cognitive linguistics (Langacker 1987, Croft 2001), we will assume that there are no clear cut borders between lexicon and syntax. Instead, there is a continuum where the maximally specific side is represented by lexicon and the maximally schematic side by syntax. In between are “partially schematic” units (i.e., “constructions” according to Goldberg 2005). For example, in the following sentence, there are many fully specific, partially schematic and totally schematic units.

(1)

“We are going to a big city today”

[we] [big city] [go to N ADV] [big N] [We are V-ing] [S V]

The lexically specific units (e.g. *big city*) represent the maximally specific side of the continuum. The units with the most schematic representation (e.g. *S V*) are placed on the maximally schematic side. The partially schematic units (representing both lexicon and syntax) are placed in between (e.g. *big N*, *We are V-ing*).

NL-Turkish is found to be changing by adopting some partially schematic units from Dutch as well as translating some maximally specific units (i.e. calques). However, there are no changes in maximally schematic units (e.g. word order). This is the reason why NL-Turkish sounds “unconventional” rather than ungrammatical to Turkish speakers in Turkey.

These results are obtained through analyses of spoken Turkish corpora collected in the Netherlands and in Turkey (TR-Turkish). All informants were adults with at least a high school education. NL-Turkish informants were either born there or came from Turkey before age 6. They received their education in the Netherlands. TR-Turkish informants were habitants of a small town in Central Anatolia, and they were monolingual speakers of Turkish.

Analyses of TR-Turkish data also revealed some constructions that violated traditional grammar conventions. However, these violations differed in number and type compared to the unconventional cases found in NL-Turkish.

The relation between social and digital behaviour of Dutch Turks and Moroccans

Margreet Dorleijn and Jacomine Nortier

The Turkish and the Moroccan communities in The Netherlands are comparable in terms of migration history, size (365,000 and 320,000 persons, respectively) and cultural background. They both arrived as unskilled labourers since the late sixties/early seventies. In later years, their families joined them. Nowadays, still a large group of young Turks and Moroccans migrate to the Netherlands in order to get married. However, their respective sociolinguistic situations differ considerably. Due to several factors such as low prestige of their first languages Berber and Moroccan Arabic, the Moroccan community is in the process of shifting to Dutch (cf. El Aissati 1996). Turks, on the other hand, for many of whom the use of Turkish is an expression of national identity and pride, maintain their first language to a large extent. In our talk we will concentrate on the question to what extent this situation is reflected in the way the respective languages are used on bilingual internet forums.

We will argue that on Moroccan-Dutch chat sites language is consciously employed as one (of several) means for identity construction (as is the case with 'Ethno-Portalen', Androutsopoulos 2005), whereas on Turkish-Dutch chat sites the bilingual mode appears to be employed as the unmarked mode of communication in certain circumstances, and for identity statements in others, resulting in different types of code switching.

We will present some functional and linguistic characteristics of language use on the forum sites. We will argue that these characteristics are not entirely independent of the way the respective groups find their way in everyday life. An example is the fact that in general, Dutch Moroccans mix with other groups more easily than Turks (though one should be careful with absolute statements). On the Moroccan sites, we encountered many visitors with backgrounds other than Moroccan, while the Turkish websites mainly had Turkish visitors.

The most important core value for many Moroccans in the Netherlands is Islam, while for Turks, who are predominantly Muslims, just like the Moroccans, also other cultural areas represent the core values of their ethnicity. We will show that these conclusions can be inferred by interpreting the linguistic data from the forum sites.

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Bilingualism, language politics and ethnic mobilization: The Roma of Central and Eastern Europe

Gabriel Dragomir

The proposed paper will analyze the bilinguals' politics of language as a central theme of ethnic politics. Since 1990, when a standard Romani was adopted during the Fourth Romani World Congress in Warsaw, most of the countries from Central and Eastern Europe developed various sets of politics oriented towards a national Romani minority seen as an homogenous group. However, there are more than 50 dialects spoken in Europe. The paper will discuss the significance of Romani communities' linguistic heterogeneity and of recent efforts of linguistic unification in connection with the ethnic politics in the CEE context.

My argument states that Romani language politics are framed at different levels of strategy, decision and action, involving institutions, organizations, networks, groups, communities and individuals, connected at a transnational level. The analysis we will conduct will be based on a three layered analytical model. The three layered level framework for the analysis of language politics is designed to capture the interaction between state actors and ethnic political organizations (macro level), infra-ethnic (ethnic group level) actors - leaders, groups and networks (median level), and individual ethnic actors (micro level). The basic argument is that ethnic politics are the outcome of a myriad of processes that are observable at different levels of analysis. An approach accounting for the interplay of all three levels might enable us to build a better account of the bilinguals' social and political environment.

I will use an interdisciplinary approach, at the border of cultural anthropology, sociolinguistics and political science, in order to explore the connections between Romani language use and the political participation of Roma in CEE. The general hypothesis is that language micropolitics and patterns of minority/majority language use (Laitin and Eastman, 1989) may be potential predictors as well as explanatory variables for social inequalities between minority and majority groups' political participation at both national and transnational level.

An innovative set of indexes that measure bilinguals' minority vs. majority language utility will be proposed. Their correlation with several indicators of political participation will then be tested using datasets from CEE contexts. The proposed measure is a set of U indexes of language utility. The indexes measure the utilities that minority/majority languages have for a bilingual member of an ethnic minority group. Two sets of indexes will be developed: u

indexes quantify the language utility in private sphere, while U indexes measure language utility in public sphere.

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French and English Usage in the Louisiana Catholic Church: A Spatial Diffusion Case Study, 1803-1954

Sylvie Dubois, Emilie Leumas and Malcom Richardson

In his article in the *Handbook of Language Variation and Change*, Britain (2002) argues convincingly that sociolinguists should pay more attention to the concept of geographical space to understand better change or stasis within speech communities and differentiation among language features and innovations. This paper reports a case study concerning spatial distribution of the switch from written French to written English in Louisiana from roughly the time of the Louisiana Purchase in 1803 to World War II. It not only provides new data on this famous language shift but suggests a critical modification to current well-known methodologies. Our case study analyzes diffusion of a language practice over space and time. Specifically, we examine the switch from French to English using data from the Sacramental Registers of more than 141 Catholic churches in South Louisiana, starting in 1844 (the earliest switch) and ending in 1954 (the last switch). We consider these registers as a vital measuring tool because, following Meyerhoff (2002), we can confidently define the Roman Catholic Church, with the Archdiocese of New Orleans as its administrative base for the entire Louisiana territory, as a community of practice. During the nineteenth century and the first half of the twentieth century, this community of practice stood as the last vestige of French cultural dominance and the last prestigious stronghold for the written French language in Louisiana, and therefore its official records have uncommon linguistic value if carefully used in conjunction with other data.

Although we believe the spatial approach presents an unusually rich methodological opportunity for linguists, our study also demonstrates that, to be valid, it must employ a range of data. Here, after visually displaying our newly-derived data about spatial diffusion of English records over six time periods, we then test the effectiveness of three established geographical models of measuring language diffusion (the wave model, the hierarchical model, and the gravity model) in explaining our findings. To understand what social and attitudinal constraints lead to place effects, we employ an additional

source of related data: an unpublished Antebellum collection of business-oriented and personal letters written from 1803 to 1859 by lay people and local priests from Louisiana parishes to New Orleans bishops and priests. The meta-linguistic comments found in this collection, which reveal social attitudes not found in the matter-of-fact entries in the Registers, led us to test the effect of Protestant churches which inevitably appeared within each parish as immigrants poured into Louisiana and dispersed. Using this additional factor, our results now show conclusively that the spatial diffusion of language change over time in the south Louisiana Catholic Church is directly correlated to the spatial establishment of Protestant organizations.

The effect of L2 proficiency and plausibility in the reanalysis of wh-gaps by Chinese-English bilinguals

Paola E. Dussias and Pilar Piñar

We examine if plausibility affects the ease of reanalysis of long-distance wh-questions by Chinese-English bilinguals. Studies on L1 processing show that although plausibility does not prevent postulating a gap once a displaced wh-word has been identified, it influences how fast reanalysis, if necessary, will happen. For example, Traxler & Pickering (1996) found that readers recovered faster from a garden path effect that was the result of an erroneous gap postulation when the identified wh-word was implausible. Because plausibility must be computed on-line for each filler-gap combination, completing this operation requires the use of additional cognitive resources (Pearlmutter & MacDonald, 1995). Hence, it is possible that L2 speakers may not be able to exploit plausibility information during on-line processing because processing in the L2 is already cognitively effortful. To investigate this question, we examine the processing of long-distance subject/object wh-questions by 34 English speakers & 36 Chinese-English bilinguals, using a reading moving window task. Subjects were given the Waters & Caplan (1996) reading span test in English and the scores were used to divide the bilingual group into more and less proficient. Four 128-item lists were constructed and subjects received the treatment conditions (exemplified below) in the context of different items. In each list, there were 32 experimental sentences (8 subject extraction + plausible, 8 object extraction + plausible, 8 subject extraction + implausible, and 8 object extraction + implausible, where plausibility refers to whether the wh-filler is plausible as the object of the main clause verb), 32 declarative sentences and 64 filler sentences. The dependent measure was reading times at the disambiguating region (in bold):

- (1) Who did Jane believe **likes her friend** ? (Subject extraction/Plausible filler)

- (2) Who did Jane say **likes her friend** ? (Subject extraction/Implausible filler)
- (3) Who did Jane believe **her friend likes** ? (Object extraction/Plausible filler)
- (4) Who did Jane say **her friend likes** ? (Object extraction/Implausible filler)

Consistent with previous findings, the English subjects & the Chinese-English bilinguals postulated a filler-gap dependency at the earliest possible position. This was evidenced by subject-object extraction parsing asymmetries that were indicative of an initially incorrect filler-gap analysis. In addition, for the native English speakers and the more proficient Chinese-English bilinguals, plausibility information affected how quickly subjects recovered from misanalysis, with implausible analyses facilitating recovery. That is, these subjects committed strongly to an analysis when the filler was plausible, making reanalysis more difficult. This suggests that when more computational resources are available, as is the case for highly proficient subjects in the L2, both semantic and grammatical information is processed rapidly & influences reanalysis.

Visual Word Recognition by Bilinguals in a Sentence Context: Evidence for Non-selective Lexical Access

Wouter Duyck, Eva Van Assche, Denis Drieghe, & Rob Hartsuiker

Recent research on bilingualism has shown that lexical access in visual word recognition by bilinguals is not selective with respect to language. The present study investigated the selectivity of lexical access in bilinguals reading sentences, which constitutes a strong unilingual linguistic context. In the first experiment, Dutch-English bilinguals performing a L2 lexical decision task were faster to recognize cognate words (e.g. *banaan* – banana) presented in isolation than control words. A second experiment replicated this cognate facilitation effect when the same set of cognates was presented as the final words of low-constraint sentences using the rapid serial visual presentation technique. In a third experiment, a similar cognate facilitation effect was found for selfpaced reading, but only for cognates from which lexical representations are identical across languages. Finally, in a fourth experiment using eyetracking, we also found a cognate facilitation effect on total fixation times. Again, an interaction with cognate type was observed.

These results strongly suggest that the presence of a sentence context does not annul language-independent lexical access in visual word recognition by bilinguals.

Linguistic Landscapes in the Netherlands: Representation of Immigrant Languages

Loulou Edelman

In this presentation I show how different immigrant languages are represented in linguistic landscapes in the Netherlands.

Linguistic landscape research is an innovative approach to the study of multilingualism in society. The linguistic landscape consists of the languages used on signs in public space, which are placed by government agencies and by private individuals such as shop owners. The linguistic landscape gives information about the relative power and status of the ethnolinguistic groups inhabiting the area (Landry and Bourhis, 1997). This is confirmed in the present study.

In the Netherlands, the linguistic landscape is influenced by different social processes such as immigration, globalisation, regionalisation and tourism. I show the effect of these trends by means of a comparison of linguistic landscapes in various urban and rural locations in the Randstad area and the officially bilingual province of Friesland. Randstad is situated in the west of the Netherlands and is the country's most densely populated area, incorporating the four biggest cities. The proportion of immigrants in this area is higher than in the rest of the country.

The present study centres on language use in neighbourhoods with a high percentage of immigrants. The data in this study consist of pictures of all the signs in delimited survey areas. These signs were coded according to non-linguistic features (e.g., government or private sign, shop branch) and linguistic features (e.g., languages used, presence of translations). The results show that in one of the immigrant neighbourhoods I investigated so far, Turkish is used much more than Arabic although the Moroccan inhabitants outnumber the Turkish. One of the explanations for this is that in the Netherlands the Turkish language has greater ethnolinguistic vitality than Arabic. This demonstrates that the languages used on signs do not necessarily reflect the demographic composition of a given area.

The linguistic landscape is an additional source of information about the sociolinguistic context next to censuses, surveys and interviews (Cenoz and Gorter, 2006). Through the analysis of written language in public space, this study contributes to the understanding of societal multilingualism.

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The effect of first language and proficiency in the perception of Dutch vowels by Spanish- and Portuguese-speaking learners of Dutch.

Paola Escudero, Ricardo Bion, Klara Anna Weiland, and Jelle Kastelein

Learning a second language (L2) involves acquiring new sound contrasts. Several studies have shown that Spanish and Portuguese speakers have difficulty in accurately perceiving vowel contrasts that do not exist in their first language (L1). However, the exact extent to which this difficulty can be overcome and the specific factors which contribute to such development are still to be shown. Thus, this study aimed at investigating the vowel perception development of Spanish and Portuguese-speaking learners of Dutch. Specifically, we examined the effects of two factors involved in L2 development, namely language experience and linguistic background. In addition, within linguistic background, we considered the effects of two sub-components, namely the size of the L1 vowel inventory and the acoustic properties of individual vowel segments.

The learners of Dutch were 41 native speakers of Latin American Spanish (LAS), and 22 native speakers of Brazilian Portuguese (BP). Their experience with Dutch was established based on the number of years they have resided in The Netherlands, and varied from 2 months to 21 years. Twenty native speakers of Dutch also participated in this study as a control group. In a perception experiment, these participants classified 339 synthesized vowel tokens according to the orthographic representations of the twelve Dutch vowel monophthongs. The stimuli had formant values covering the entire vowel space and three duration values. The accuracy in the learners' perception of Dutch vowels was then calculated based on the percentage of overlap between their Dutch vowel categories, minus the degree of overlap between these same vowel categories observed in the Dutch controls.

Our findings show that there was significantly more overlap between the vowel categories of the Dutch learners than between the vowel categories of the Dutch natives. Specifically, much overlap was observed between the beginning learners' Dutch vowels /i/-/I/, /Y/-/u/, and /A/-/a/, for both the LAS and BP group. Interestingly, the degree of overlap between these vowel categories inversely correlates with participants' experience with Dutch, with some highly experienced participants showing native-like overlap. In addition to experience with Dutch, the effect of L1 was also evident in our findings. Namely, participants whose L1 was BP tended to decrease overlap between different categories at a faster rate than participants whose L1 was LAS. The differences between the BP, LAS, and Dutch vowel systems, help explaining this between-group difference. We argue that the greater number of vowels in BP (BP contains 7 oral vowels and LAS 5) might serve as an aid in the BP learners' acquisition of additional Dutch vowels. Lastly, our conclusions outline that L2 learners with extensive experience in the L2 environment can

attain native-like vowel perception, and that the acoustic similarity between L1 and L2 vowels plays a major role in L2 vowel acquisition.

Explaining L2 perceptual development: Machine learning vs. computational Stochastic OT vs. human learners

Paola Escudero, Jelle Kastelein, Klara Weiand, Rob van Son

In this paper, we present the results of a perception experiment performed by human listeners and virtual listeners in computer simulations. Both types of data involved the development of second language (L2) vowel perception. Several models in the domains of phonetics and phonology have posed proposals which aim at explaining L2 sound perception development. In an attempt to bridge the gap between two disciplines that deal with language learning, viz. artificial intelligence and linguistics, we compare the explanatory power of three algorithms. Two of these algorithms are widely used in artificial intelligence/machine learning, viz. Nearest Neighbour (NN, Cover & Hart, 1967) and Naïve Bayesian (NB, Mitchell, 1996, Ch. 6), while the third one was developed within linguistics and the framework of Stochastic Optimality Theory (Boersma, 1998), viz. the Gradual Learning Algorithm (GLA, Boersma & Hayes, 2001). The goal of this study was to model L2 development using these fundamentally different techniques to provide insight into the nature of the cognitive processes involved.

The human listeners were 41 Latin American Spanish speakers and 22 Brazilian Portuguese speakers who had different degrees of proficiency in the Dutch language. The input to both the human and virtual subjects consisted of 339 synthetic stimuli which varied in F1, F2 and duration. The ranges in each dimension included all possible vowel productions in every language. All listeners performed a forced-choice identification task in which they had to classify each of the synthetic stimuli as one of 12 Dutch vowels, viz. /i, I, y, Y, u, e, E, oe, o, O, A, a/.

We simulated the performance of both low and high proficiency L2 learners with the three learning algorithms. The three models started as native speakers of Spanish or Portuguese, which are the human learners' first languages (L1), trained on data from Spanish and Portuguese-speaking listeners. To simulate a beginning learner of Dutch, the classifications in the L1-trained model were then mapped onto the Dutch vowel inventory using a probabilistic transformation. In subsequent experiments, the resulting model was provided additional L2 data, with percentages corresponding to the number of years of exposure to the L2, in order to simulate human development with increasing levels of L2 proficiency.

Our preliminary results show that the simulations using the GLA seem to compare the best with the development observed in the human learners, with

NB as a close second, while the NN simulations yielded the worst match. We argue that this difference in the results of the three algorithms is due to their level of abstraction. That is, the GLA and NB models make use of abstract categories whereas the NN stores every single exemplar of a perceived vowel. Thus, our simulations show that abstraction-based models, such as the GLA, constitute a better model of human language development than exemplar-based models such as the NN.

Bilinguals' perceptions of L1 lexical norm

Anna Ewert

Although cognates belong to a strongly integrated part of the bilingual mental lexicon (e.g. Costa et al. 2005, Kohnert 2004, Lemhöfer et al. 2004), speech production for real-life communication is affected by multiple factors. Hence, it is not quite obvious that cognate knowledge transfers easily between the two languages of a bilingual person (Scarcella & Zimmerman 2005). There is also evidence that the conceptual organisation changes in bilingualism so that the boundaries of semantic categories shift to occupy an interim position (Ameel et al. 2005). It seems, however, that this process might also be slowed or reversed by conscious awareness of differences between the two languages.

The present study aims to investigate bilinguals' perceptions of L1 lexical norm in cases where different forms co-exist in the language, one of these being considered to gain ground due to foreign influence, i.e. the influence of the bilinguals' L2 on the L1. The working hypothesis is that in such cases the bilinguals will consider the competing form to be more correct than control subjects. The subjects in this study are two groups of high (N = 53) and low proficiency (N = 41) Polish university students of English. The subjects were administered a sentence completion test, in which they were asked to choose between two forms – one considered to be correct, the other being a competing form. The competing forms were divided into overused, 'fashionable' but acceptable cognates, cognates with 'incorrect' semantic extensions, and semantic borrowings on the basis of prescriptive norm (Markowski 2004). The results provide only partial support for the research hypothesis – the bilinguals differ in their perceptions of L1 linguistic norms only with regard to the first category ($t = 2.31, p < .05$). Cognates belonging to the first category are also most often considered to be more correct by both bilingual (Mean = .92, SD = .27) and monolingual (Mean = .76, SD = .43) subjects. The results show that mental organisation affects linguistic judgement selectively.

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Who did it?: Agentive language and agentive memory in Spanish and English

Caitlin M. Fausey and Lera Boroditsky

How do people talk about and remember causal events? One source of variation in causal event descriptions is: *Jon broke the vase* (agentive) vs. *The vase broke* (non-agentive). Though both English speakers and Spanish speakers may describe causal events using agentive or non-agentive language, it has been suggested that English speakers describe accidental events agentively while Spanish speakers talk about these same events non-agentively. Agentive expressions linguistically highlight agents of causal events, and if the same events are described agentively in English but non-agentively in Spanish, agents causing these events may be better remembered by English speakers than by Spanish speakers. Spanish-English bilingual behaviors may depend on language use history, local linguistic context, or both. Spanish monolinguals, English monolinguals, and Spanish-English bilinguals tested in Spanish and in English completed an *object-orientation* memory task followed by a *causal agent* memory task. In the object-orientation task, participants viewed 15 objects in one of three orientations and were later asked to select the orientation in which each object had appeared. In the causal agent task, participants passively viewed videos of 16 causal events. Two causal agents appeared in four intentional and four accidental events each. After a brief delay, participants viewed videos in which a previously unseen agent performed each event. After viewing each video, participants answered the question “Who did it the first time?” by selecting one of two pictures of the original causal agents. Following the memory test, participants described each video. English monolinguals and Spanish monolinguals remembered object orientation similarly well, but diverged in their memory

for causal agents. Overall, English speakers remembered causal agents better than did Spanish speakers. This effect was driven by cross-linguistic differences in memory for accidental agents only, with better accidental agent memory in English ($M=.71$) than in Spanish ($M=.60$). Similarly, English and Spanish speakers diverged only in their descriptions of accidental events such that English monolinguals described accidents using agentive language ($M=.82$) more so than did Spanish monolinguals ($M=.65$). Spanish-English bilingual descriptions and memory resembled that of Spanish monolinguals, both when tested in Spanish and in English. Though these bilinguals were equally proficient in their two languages, they grew up speaking mostly Spanish and reported significant current Spanish use. Habitual patterns of language use bias memory: speakers who describe causal events differently remember causal events differently.

¿Quién dijo qué? How Mexicanos monolinguals and bilinguals switch subject referents

Nydia Flores Ferran

It has been documented in several Spanish varieties that when speakers need to change or switch subject referents, they tend to express overt subject personal pronouns (SPPs) and nominals in higher frequencies than in instances when the subject referents are the same (Cameron, 1992, 1995; Flores-Ferrán, 2002; Morales, 1986; Silva-Corvalán, 1982; Otheguy & Zentella, 2005, 2006). Cameron's (1992) study which is one of the most extensive variationist studies of switch reference in the Puerto Rican and Madrid varieties defines a switch in subject reference as:

— “...two related reference relations that may hold between two NPs. When these two NPs have different referents, they are ‘switch’ in reference. When these two NP’s share the same referent, they are ‘same’ in reference.” (1992, p.117)

This definition was also used in a study conducted on New York City Puerto Rican bilinguals by Flores-Ferrán (2002). She also posits that the bilinguals in her study produced similar frequencies of pronominal expression when switching referents to those documented in Puerto Rico in Cameron (1992). That is, monolinguals and bilinguals show similar tendencies with regard to the strategies they use to switch subject referents.

On the other hand, Schiffrin (2006) posits a typology of problematic referrals that arise as a speaker produces a referent. She suggests that there are two different criteria in which to categorize problematic referrals: whether the referring expression (the lexical item used) continues or changes and whether the referent (what is being denoted) continues or changes.

If that is the case, and given the fact that speakers of Mexican variety of Spanish usually produce less overt subjects and SPPs than any other variety

(Otheguy & Zentella, 2005, 2006 among others), then two questions arise: What strategies do monolingual Mexicanos use to switch referents and can Schiffrin's typology of problematic referrals be used to explain switches in subject referents?

This presentation, using a quantitative variationist approach, will discuss how monolingual and bilinguals switch subject reference with a corpus obtained through sociolinguistic interviews and conversations. It will also analyze discourse in switch reference environments to illustrate the strategies used by the speakers and draw on data documented in Schiffrin (2006).

Towards a link between language control and executive control

Julia Festman, Thomas Münte, Antoni Rodriguez-Fornells

Recent research suggests that bilinguals cope with interference (the involuntary influence of a non-target language on target language production) by recruiting generic *executive function* brain areas (e.g., left dorso-lateral prefrontal cortex, supplementary motor cortex). In particular, the selection of competing responses and the inhibition of irrelevant information (i.e., a non-target language word) are attributed to these areas. However, it remains unclear whether all bilinguals attempt to or are able to prevent interference to the same extent and whether such a difference might be reflected in their performance on tasks that involve executive control.

In this project, 50 speakers of Russian and German were screened by means of a questionnaire, a bilingual interview and a bilingual picture naming task. 30 participants were chosen according to their high language proficiency and their switch behaviour, i.e. *controllers* who try to use one language at the time avoiding interference, whereas *switchers* alternate frequently between both languages in the same conversation.

We used a series of psychometric tests (e.g., Tower of Hanoi, Verbal Fluency, Mosaic) to assess executive functions such as planning, use of strategies, effective performance, and self-monitoring. Participants with strong control over their actions (e.g., fewer errors) could be distinguished from those with a tendency to less monitoring. The controller group showed significantly faster performance in the TOH test and the Mosaic test, and produced more correct items in the Verbal Fluency test and the picture naming task than the switch group.

To explore the consequences of having efficient (controller group) or less efficient (switcher group) executive control during language production, a series of brain potential experiments are currently underway. Specifically, a tacit picture naming task (based on Rodriguez-Fornells et al. 2005) is used to determine possible group differences when phonological features of the non-target language interfere with target language naming. A Go/noGo decision is

required based on the initial letter of the picture's name in the target language. Brain potentials typically show a frontal negativity for NoGo relative to Go trials (*N200*). In earlier studies using German/Spanish bilinguals, non-target language names led to interference, manifested in a change in latency and amplitude of the N200. For the current study, we therefore predict interference effects in the bilingual Russian/German subjects relative to a monolingual control group. In addition, we predict that *switchers* should display slower response latencies and more errors than the *controllers* in association with more pronounced interference effects on the N200-component of the ERP. Expected group differences could thus shed light on how the two groups deal with interference, and reveal probable differences in the efficiency, with which cognitive control functions are applied.

Language policy and language ideologies in Quebec

A. Alkistis Fleischer

Based on an integrated analysis of government documents and archival data, this paper will examine the Quebec state discourses on language policy and the reactions these discourses produced by focusing on a recent language ideological debate. The analysis will explore the connection between language policy, language ideologies, and broader sociopolitical developments in Quebec.

After the 1995 referendum on sovereignty, the Parti Québécois government undertook the discursive construction of a Québécois citizenship, which was an ideological shift from an ethnic to a more civic form of nationalism. I maintain that a civic approach to language policy has been the dominant ideology of the Quebec state since 1996. Almost thirty years after the Charter of the French Language (1977) affirming French as the common language in public life remains the central theme of Quebec language policy, but a new phase was inaugurated in 1996. The French language is no longer associated mainly with the Francophone majority. Instead, French is considered to belong to all Quebecers, regardless of their mother tongue and ethnic origin. The civic approach to language policy bases the identity of the Quebec people on their use of a common language, French, and on a common culture encompassing contributions from all segments of Quebec society. This civic approach, however, has been challenged by certain actors within Quebec society.

The study undertaken by the Conseil de la langue française, *Le français, langue d'usage public au Québec en 1997* (Béland 1999), examined the status of French as the language of public use in Quebec in 1997. The indicator of language of public use was taken to be a combination of language use in different situations of public communication; which ignited considerable controversy, stemming in particular from a faction of the Parti Québécois and

certain demographers. The ensuing debate has focused on the respective importance of the language spoken at home and the language spoken in public in evaluating the language situation in Quebec. The study has also raised questions about who is Francophone. Are Francophones those who speak French at home, or all those who speak French in public? The controversy has shown that there are at least two main positions with respect to language policy in Quebec. The official position is that Quebec language policy has always focused on the use of French in public life. In this view, the language spoken at home is considered to be inadequate in evaluating language policy. The focus on the public sphere is, however, inadequate for a faction of the Parti Québécois and certain demographers, who focus on the private sphere. According to them, the language immigrants speak at home, not the language they speak in public, is what counts. The paper concludes that ideologies of language and ideologies of nation are interdependent.

Null Objects in German. Attrition effects in Portuguese-German adult bilinguals.

Cristina Maria Flores

The omission of the direct object is a typical property of European Portuguese. Raposo (1986) analyses the Portuguese Null Object as a variable, locally bound to a zero topic in an A'-position (hosted in the CP). Null Objects are syntactically licensed but they are governed by pragmatic factors. German shares some of the properties of the so called discourse-oriented languages (Huang 1984), in that it exhibits Topic Drop (a zero topic phenomenon). The occurrence of Topic Drop is discourse-licensed, but the deletion of the NP is conditioned by the V2 effect: it only occurs after the movement of the topic-NP to the sentence-initial position. In this case, the subject must remain in a position below V-in-C°. Portuguese and German exhibit similar processes of zero-topic realizations, but the structure of German limits the phenomenon of Topic Drop: a) it only occurs in V2 sentences b) in the first position of the sentence c) only one constituent can be deleted. In Portuguese, Null Objects may occur in embedded clauses and there is no V2 effect. Consequently, in addition to the knowledge of the pragmatic conditions that govern the occurrence of zero-topics, Portuguese-German bilinguals must combine this discourse-linked property with the concrete structure of the language in use. In this context, the German structure seems to be syntactically more limited than the Portuguese one.

This study is based on a corpus of spontaneous speech data involving 20 Portuguese-German bilinguals (ages 17-35 years). All informants were born in Germany/went to it until age 3 (being early bilinguals) and returned to Portugal after age 10. The main differences between the speakers are the age

of return, the time since return and the amount of contact with German after return. Therefore, it is possible to establish two sub-groups of informants: speaker with and speaker without input of German. The results show an increasing use of Portuguese-like Null Objects in German in the group of speakers without German input. On the contrary, Null Objects of the Portuguese type aren't attested in the data of the bilinguals with frequent German input.

The analysis of the grammatical issue in use permits testing different hypotheses concerning Language Attrition. The results of this study show that a phenomenon conditioned by discourse features goes beyond the domain of pragmatics and affects directly the syntactic domain. The syntactic conditions which permit the occurrence of Null Objects in Portuguese are transferred to German, a language with other syntactic conditions for zero-topics: the NP-deletion has to respect the V2 constraint. This V2 constraint seems to cause difficulties to our bilingual speaker, because Portuguese lacks it. Moreover the data show that the factor Language Dominance seems to play a crucial role in the process of attrition. The attested phenomena of Portuguese-like Null Objects don't occur in the corpus of the bilinguals with high proficiency in German.

Crosslinguistic Transfer in the Acquisition of Farsi Compound Words in Farsi-English Bilinguals

Farzaneh Foroodi-Nejad, Johanne Paradis

Crosslinguistic transfer in bilingual acquisition has been widely reported in syntax, morphology and phonology (Döpke, 1998; Nicoladis, 1999; Paradis, 2001). However, the nature of such transfer is not well understood. Studies suggest that 'transfer' is due to language dominance (Yip & Matthew, 2000) or structural ambiguity-when a structure from one language overlaps with a structure from another language such that language A allows two options, and language B allows only one (Müller & Hulk, 2001; Döpke, 2000). We examine both dominance and structural ambiguity as explanatory factors in Farsi-English bilingual children's production of novel compound words.

We focused on word order within root+root compounds in Farsi and English. This language combination may present ambiguous input to bilingual children. In English, compounds are right-headed as in 'door **bell**', whereas they can be right- or left-headed in Farsi like 'gol **khane**' (flower house=green house) and '**otagh** khab' (room sleep=bed room), although left-headed is the preferred structure in Farsi. We predicted that this non-rigid versus rigid ordering between the two languages would create ambiguity for Farsi-English bilingual children such that they may produce more right-headed compounds in Farsi than monolingual Farsi-speaking children, and more left-headed compounds in

English than English monolingual children in a novel compound elicitation task. We also predicted that the bilingual children's performance would resemble that of monolinguals in their dominant language.

This study included 16 Farsi-English bilinguals (mean age=52.3 months), 21 Farsi monolingual children (mean age=54.3) and 16 English monolingual children (mean age=51.2). An English vocabulary test (PPVT) and a translated Farsi version were given to each bilingual child to estimate language dominance. All children were given a production task where they were asked to look at a picture of one object, then a picture of another object and finally name the third picture which was the combination of the previous two objects. Bilingual children were given both the English and Farsi versions of this task. Results (see figure1) show that bilingual children produced more right-headed compounds in Farsi (45.72%) and fewer left-headed compounds (54.29%) compared with Farsi monolinguals (20.51% and 79.48%, respectively). In their English compounds, they produced more left-headed compounds (42.14%) and fewer right-headed compounds (57.88%) compared to the English monolinguals (27.63% and 72.36% respectively). Data also suggest that language dominance plays some role in crosslinguistic transfer (see figure2). The Farsi dominant group tended more towards left-headed compounds in Farsi (63.64%) than the English dominant group (44.95%). A dominance effect, however, was not observed in English compounds. These findings point to both structural ambiguity and language dominance as factors influencing crosslinguistic transfer.

German language abilities in bilingual children during kindergarten

Annette Fox, Susanne Vogt

The school system in Germany is a mostly monolingual teaching system, where German is the only teaching language. Thus all children are expected to have monolingual like language competences when entering school. However, teachers experience shows that this is not the case.

The present study aims to investigate the language abilities of simultaneous and successive bilingual children during their kindergarten years (aged 3;6-5;11). The main questions are the following:

- Do successive and simultaneous bilingual children show language abilities comparable to their monolingual peers?
- Do the two groups of bilingual children differ from each other?
- Are specific language abilities more affected than others?
- Do children "catch up" in their language abilities until they enter school?
- Does language support in kindergarten increase language ability?

The study includes two cohorts, one from 2005 (N=75) and one from 2006 (N=108). The cohorts took part in a town wide language screening project

which is carried out yearly in the towns of Idstein and Niederhausen in Germany. Different language measures (language comprehension, phonology, sentence production, plural and phonological working memory) are tested within the Idstein Language Screening (ISS, Fox & Vogt, unpublished) and a parental questionnaire investigates the language background of the children and the parental point of view on their language development. The results indicate that the two groups differ from each other and from their monolingual peers. However, the number of children identified as language disordered is comparable across all subgroups. Specific language domains are more affected than others which might allow a differentiation of language disorder versus low language competence. Children's development differs depending on the language environment and language support seems at present not sufficient enough for children to reach age equivalent language skills as in monolingual children.

Do bilingual children differ from monolingual children on prerequisites of literacy?

Silke Fricke, Annette Fox, Joy Stackhouse, Marcin Szczerbinski

This study aims at investigating **preschool language predictors** for **literacy** success in **monolingual**, **successive bilingual** and **simultaneous bilingual child learners of German** aged 5;2-6;8 (at T1). The important role of language skills such as vocabulary, Rapid Automated Naming (RAN) or Phonological Awareness (PA) for successful literacy development has been constantly supported by international research findings over the last decade (e.g. Bishop & Snowling, 2004; Oakhill & Cain, 2004; van Bon & van Leeuwe, 2003; Wimmer, Mayringer & Landerl, 2000). At present it has neither been finally clarified which of these measures are most predictive for literacy outcome in monolingual German-speaking children nor for bilingual children acquiring German. Answers to these questions would have high implications for the identification of children at risk for dyslexia and their support.

The current **longitudinal study** includes 3 groups of children: a) 79 *monolingual* children, b) 34 *successive bilingual* children and c) 10 *simultaneous bilingual* children. The paper reports data from the first wave of data collection (T1; carried out a few months before children entered school).

The following **assessments** were administered:

- Developed PA test battery (according to Stackhouse & Wells, 1997)
- Developed RAN test (according to Denckla & Rudel, 1974)
- Letter knowledge test
- Speech assessment (PLAKSS-Screening; Fox, 2005)
- Test for the reception of grammar (TROG-D; Fox, 2005)

- Vocabulary test (36 nouns + 36 verbs, e.g. Kauschke, 2004)
- Nonverbal reasoning (CPM, Raven, 2001)
- Parental questionnaires

The data was analysed regarding the following aspects:

- Average speech and language skills of the three groups
- Quantitative and qualitative comparisons between the groups
- Correlations between speech and language skills, PA, RAN and letter knowledge

The **analyses** indicated that there was a trend for successive bilingual children to perform poorer than monolingual children in preschool speech and language skills (e.g. PA, RAN, vocabulary). However, it was not always statistically significant. In contrast to this, the performances of the simultaneous bilingual children appeared undistinguishable from the monolinguals. Analyses regarding the influence of speech and language skills on each other revealed, for example, that letter knowledge was correlated to PA on phoneme and onset-rime level but not on syllable level. Moderate correlations between letter knowledge and RAN as well as between PA and RAN were only found for successive bilinguals. Age as well as nonverbal reasoning abilities were generally not related to any speech or language measures. Girls tended to outperform boys, but these sex-related differences were very small and not statistically significant. Possible **interpretations** of these results, including the influence of home environment on the children's performances will be discussed.

Community Values and Classroom Norms: Boys' Codeswitching Patterns in Bilingual Education Programs in Europe and the U.S.

Janet M. Fuller

This presentation builds on studies of identity construction in bilingual settings (e.g., Baily 2000, 2001; Chun 2001; Lo 1999). In these data, community language values and classroom language use norms are resources pre-teen boys use to construct their identities.

The data for this analysis come from audio recordings of small-group interactions involving five boys in a German-English program in Berlin, Germany and three boys in a Spanish-English program in southern Illinois, U.S.A. Approximately four hours of data from each group is used in the analysis.

The comparison between these two groups is focused on the differences in community values of the two languages and classroom norms. Although English is a high status language in both settings, in the U.S. it is the majority language and in Germany it is a foreign language, albeit one with the prestige of being an international lingua franca. In the German setting, German is the

language of the wider community and is the unmarked choice for peer interaction among these boys. In the U.S. classroom, Spanish is the language most used for peer interaction, but it is a low status language in the wider community.

I suggest that although these pre-teen boys are not unaware of these macro factors of language status, their language use patterns are best explained in terms of classroom norms. In both cases, the recordings were made during English instruction, but the two classrooms differed greatly in terms of expectations for language choice. In the Berlin classroom, there was a strict and clear monolingual norm; the teacher never spoke German and forbade the students to use the language. In the southern Illinois classroom, there was a bilingual norm; both languages were used in the classroom by the teacher and students for a variety of functions.

Due to the influence of these classroom norms, language use in the Berlin classroom clearly shows a division of labor between the two languages. English was used for on-task utterances and German used for diversions from the instruction. In this case, the boys' identity construction is that of a bilingual, but rebellious identities are constructed primarily with German. In the southern Illinois classroom, however, despite the low status of Spanish in the wider community, both languages are used to construct the bilingual identities of the boys regardless of whether they are attending to the academic task or trying to avoid it.

The results will include a quantitative analysis to show the distribution of language choices across speakers and topics in both data sets, and a qualitative discourse analysis of the functions of the utterances in the two languages in each classroom. These results show how bilingual repertoires are used to construct identities in very different ways, depending on the locally relevant language norms.

The perception of L2 English vowel contrasts by early and late bilingual learners in formal school contexts

Francisco Gallardo del Puerto

The perception of L2 English vowel contrasts by early and late bilingual learners in formal school contexts

Most comparative phonetic studies on early versus late bilingual acquisition indicate that the sooner bilingual learning starts the more likely the learner will become a balanced bilingual. Besides, it seems that early bilingual introduction prevents learners from a stronger interference of the L1 over the sound system of the L2. In Flege's (1995) "Speech Learning Model", this influence is understood in terms of differences in the perception of various types of L2 sound. Specifically, the model predicts a good discrimination of

those sounds which are classified as either identical or substantially different (new) to any L1 sound whereas the perception of a sound which is judged to be similar seems to be more problematic, specially for late bilinguals, due to a stronger L1 influence by means of an interlingual identification process, which will impede the formation of the right phonetic category for the L2 sound.

The aim of this study is to examine potential perceptual differences between early and late bilinguals who are acquiring their L2 (English) in a formal school context in Spain. Two groups of students were analysed after 6 years of bilingual acquisition: those whose exposure to English started when they were 4 years old (early bilinguals) and those who had their first encounter with English at age 11 (late bilinguals). The task administered was a two-alternative forced-choice identification test designed as a picture-pointing activity containing 22 different vowel minimal pairs in English.

Group comparisons indicated that, globally, late bilinguals showed a better perception of English vowels than early bilinguals. However, when analysing the influence of the L1 on these discriminations, it was observed that the two groups of bilinguals exhibited different patterns. Late bilinguals excelled in the perception of identical vowels whereas early bilinguals were outstanding in the discrimination of new vowels, these differences being accounted for in terms of (1) a greater metalinguistic awareness on the part of late bilinguals due to their older age when they took the tests (age 17) and (2) a greater phonetic sensitivity in the case of early bilinguals due to both their earlier bilingual introduction (age 4) and their younger age at the time of testing (age 10). It is also interesting that both groups turned out to be equally bad at discriminating similar vowels, that is, early bilinguals did succumb to interlingual identification as well. This finding, together with the fact that early bilinguals turned out to globally be worse perceivers than late bilinguals, can be explained in terms of the context in which bilingual acquisition takes place: purely school exposure to English, mostly non-native teachers, no availability of English and no communicative need to use English outside the school context.

Language and Identity: Does ethnic group affiliation affect L2 performance?

Elizabeth Gatbonton, Pavel Trofimovich, Norman Segalowitz

Global mobility is creating an ever-increasing need for second language (L2) learning, and with it comes the need to understand better the factors underlying variability in people's performance in their L2. One potential factor affecting performance is ethnic group affiliation (EGA)—that is, one's sense of belonging to the group one is born into. The use of one or another particular language at any given moment can have associated with it both advantages

and disadvantages because of how language reflects socio-economic realities. In the research presented here, we hypothesized that a bilingual's EGA may be associated with proficiency level in the non-dominant L2 and with use of this language. To date there has been little investigation of this topic; the present study addresses this issue.

Fifty Québec French-English bilinguals were recorded reading an English L2 text containing 80 instances of the voiced interdental fricative 'th' (as in mother), a possible identity marker in their speech, and narrating a story based on pictures. They also estimated the amount of their daily use of English, and completed a questionnaire eliciting their views about the socioeconomic significance of language and their reactions to several dimensions of the EGA construct. These dimensions were: (1) strength of ethnic group identification (Group ID EGA), (2) feeling of pride and loyalty to the ethnic group (Core EGA), (3) belief in the importance of language in defining group identity (Language EGA), and (4) support for the socio-political aspirations of the group (Political EGA).

One group of English native speakers listened to recordings of the speech samples and judged the bilinguals' overall accentedness, comprehensibility, and fluency. Another group identified target th tokens as accurate or inaccurate. Next, the number of accurate th tokens was determined for each bilingual. Finally, each bilingual's pattern of accurate and inaccurate th production was measured against an implicational-scaling model of L2 phonological acquisition, where learning is conceptualized as the gradual replacement of inaccurate segments by accurate segments in phonetic environments that have been ranked from easy to difficult.

Correlation analyses and ANOVAs revealed significant negative associations between both Core and Political EGA and measures of L2 pronunciation accuracy. Bilinguals scoring high on these EGA dimensions had fewer target th renditions, were more heavily accented, less fluent, and less comprehensible. They also had patterns of speech matching the lower end of the implicational-scaling model. Multiple regression analyses showed that the contribution of these EGA dimensions was independent of amount of L2 use. These findings show that some dimensions of EGA may be negatively associated with L2 pronunciation accuracy attainment. Implications for bilingual language development and language fossilization are discussed.

Child-directed speech in the Maltese context: an investigation of language mixing trends

Daniela Gatt, Carolyn Letts, Thomas Klee

Language mixing involves the co-occurrence of linguistic elements from two or more languages within or across utterances (Lanza, 2004). Research

evidence documents a correlation between mixing patterns in children's developing language and those manifested by their parents (Goodz, 1989, 1994; Lanza, 2004). Thus, caregiver input acquires an important role in modeling developing bilinguals' language choice patterns.

The research on early childhood mixing has focused only on simultaneous bilinguals. With respect to the Maltese childhood population, language mixing appears to be a possibility for potential sequential bilinguals. The language-learning context in Malta is characterized by societal bilingualism. A segment of family units are associated with sequential bilingualism, promoting either Maltese or English as a first language for young children (Camilleri, 1995). Furthermore, child-directed speech employed by primarily monolingual Maltese caregivers involves the consistent adoption of English lexemes (Borg, 1988).

The current small-scale study aimed to document the language input of young Maltese children brought up in primarily monolingual Maltese families. Participants were 10 12-month-old children, 5 males and 5 females, and their parents. The latter all described their child-directed input as consisting of Maltese with occasional English words. Each parent-child dyad was involved in a picture-naming task. Parents were asked to label pictures to their children in the language/s they usually employed for the specific items in natural daily settings. A bilingual adaptation of Fenson et al.'s (1993) MacArthur-Bates Communicative Development Inventories: Words and Sentences (CDI:WS) (Gatt, 2005) was employed as a parental report measure of the children's vocabulary size, together with individual language measures for Maltese and English vocabulary.

Results showed that parents employed English for 67.08% of the picture labels and Maltese for 27.29% of them. 6.45% of the pictures were named in both languages. There were no significant differences between the language choices made with male and female children. A moderate and significant inverse correlation ($r = -.578$, $p < .05$) resulted between the proportion of English labels in parental input and the children's Maltese Vocabulary scores. Interpretations of these findings will be discussed.

Role of joint attention in the language development of children adopted from China

Karine Gauthier, Fred Genesee, Kristina Kasparian & Marie-Ève Dubois

The number of international adoptions in Quebec has increased consistently over the past 30 years (Beaulne & Lachance, 2000). Between 1990 and 1999, 3365 Chinese children were adopted by Quebecois families. Most of them come from institutions, an environment where they often receive limited stimulation. In arriving in their new country, these children have to adjust to a

new social environment as well as learn a new language. They undergo a unique linguistic experience in which they have to learn a second language while exposure to their first language is abruptly stopped. Knowledge in the domain of language development in cross-language adopted children is limited (Glennen & Masters, 2002). The initial social and communicative deprivations that most adopted children have suffered due to institutionalization might affect the development of joint attention skills. Joint attention is defined as a shared experience about an object or event with another person. Its emergence is considered one of the major milestones in early communicative development (Flom & Pick, 2003). Poor joint attention due to the lack of social stimulation could be a risk factor for language delays and problems in cross-language adopted children.

The general aim of this longitudinal research is to study the pre-verbal and early verbal language development of children adopted from China and to investigate the link between the capacity to engage in joint attention and early language skills. This project examined twenty pairs of child-caregiver interactions: 10 Chinese children adopted into francophone families in Quebec and 10 francophone children living in their biological families. Each child was videotaped at 15 and 20 months of age in a free-play situation with their caregivers. The parents recorded their children's early vocabulary development once a month using the MacArthur Communicative Development Inventory (1993). A coding system was used to classify the mothers' utterances in terms of language function (metalingual, referential or social-regulative) as well as in terms of caregiver interaction strategies (following or redirecting the child's focus of attention). Adoptive parents had significantly fewer utterances inside joint attention episodes compared to non-adoptive parents. Moreover, adoptive parents used significantly fewer metalingual utterances. The use of metalingual utterances at 15 months was positively correlated with lexical development at 20 months in both groups. The results will be discussed further with respect to: the role of input on the children's lexical development and the influence of children's communication skills on the interaction style of their parents.

Verb placement and finiteness in young learners of German: a comparison of acquisition types

Ira Gawlitzek, Dieter Thoma, Rosemarie Tracy

Verb placement and finiteness in young learners of German: a comparison of acquisition types

Research over the last decades has shown that adult L2 differs from L1. At the same time it is still very much an open question up to which age L1 strategies remain accessible to young successive learners. We aim to contribute to this

discussion, suggesting that, at least as far as verb placement and mastery of finiteness are concerned, L2 learners who are first exposed to German at 3-4 years of age, share more with L1 learners than with older learners.

Our study investigates the acquisition of verbal morphosyntax in German clauses across a spectrum of learner types. We analyse the placement of different verbal categories (main verbs, auxiliaries, copulae) and their inflectional status with the same methodology in longitudinal and cross-sectional learner corpora that were sampled by natural observation in comparable situations. The acquisition types we focus on are determined by three main independent variables which are, however, not completely independent of each other, namely mode and age of acquisition, duration of exposure, as well as quantitative and qualitative aspects of the input.

First, the modes of acquisition we compare are represented in the corpora of monolingual German-speaking children, children growing up with German and English from birth (bilingual L1), and children from an immigrant family background who started to learn German as second language at the ages of three to four years and older. We specifically looked at L2-learners with Arabic, Turkish, and Russian as their L1. Second, we complement the age of acquisition factor by the procedural aspect of how many months learners have been exposed to German input. Third, we take into account quantitative and qualitative features of the input the children received. This means that we also compare children who received no language training at all, children who were exposed to unspecific support programs, and children who took part in structured enrichment programs informed by linguistic expertise. Across these different learner types we compare developmental milestones involved in the acquisition of German VPs, IPs, and CPs, paying specifically attention to inter- and intra-individual variation, including speed of acquisition and transition phenomena such as the employment of placeholders and more or less intensive phases of language mixing.

Code-switching as a replicated unmarked choice in L2 communication: the case of Igbo-Nigerian immigrants in Padova (Italy)

Francesco Goglia

In Padova, Nigerians are the fourth largest foreign group. The majority of Nigerians in the city belong to the Igbo, Edo, and Yoruba ethnic groups. This study focuses on the Igbo-Nigerians and their use of code-switching as a communication strategy in the new linguistic repertoire. All informants of the study are bilingual in English and Igbo, but many of them also speak Nigerian Pidgin English and other indigenous languages, such as Yoruba. On their arrival, Igbo-Nigerians will come into contact with the Italian repertoire, which is composed of the Italian language and a regional dialect. When

communicating in Italian the Igbo use English insertional code-switching which can be explained as lexical gap filling. However some English and Igbo insertions are not flagged at all and appear as they were appropriate linguistic items in the Italian conversation. Smooth code-switching is in most cases likely to represent a situation that Myers-Scotton (1993) calls the unmarked choice. This situation is also true for educated Igbo speakers who use English/Igbo code-switching as the unmarked code in Nigeria. Unmarked code-switching is driven by established social conventions in long-term multilingual communities, which are completely different from multilingual newly formed immigrant communities, such as the Igbo one in Italy. This paper suggests that the Igbo speakers replicate the code-switching patterns of the Nigerian linguistic repertoire into the new linguistic repertoire in Italy. This way some instances of smooth code-switching can be better analysed in terms of replicated unmarked choice already established in the Igbo-Nigerian linguistic repertoire.

Attitudes toward home language maintenance of Turkish-French and Turkish-English bilingual students

Jeanne Gonach

Research shows a large variety of attitudes toward the maintenance and the attrition of home country languages of ethnolinguistic minorities. Giles, Bourhis, Taylor (1977) proposed the ethnolinguistic vitality model that takes into account variables that may contribute to influence the loss or the maintenance of the home language. Alongside these studies, Milroy and Wei focus on the idea that social networks will be responsible for the high or low maintenance of a specific speech community (Wei, 2005). Combining these two approaches, the first section of this paper will investigate the linguistic practices of the Turkish-French and the Turkish-English ethnolinguistic minorities in correlation with the history of their settlement, the economic activities they are involved in etc. The following section will focus on the literacy events (Street, 2000) of the participants as far as home and host languages are concerned. Through the comparison of two linguistic minorities that have the same country of origin but do not live in the same host country, we aim at observing if

- The Turkish minorities share the same behaviour as far as maintaining linguistic and literacy practices in Turkish is concerned
- The differences the Turkish communities in France and in England may have at the level of these practices, are influenced by the behaviour of their monolingual peers.

The corpus was collected from high school and university students from Turkish origin in France and in England. We chose informants that have been

attending school in the host country for more than ten years. This criterion was based on the assumption that the longer the communities stay in the host country the less they will maintain their home language (Akinci, Yagmur, 2003). The eighty bilingual interviewees fill a questionnaire about their linguistic and literacy practices both in the languages of the home and the host countries. The results of these questionnaires were compared to those of each group monolingual peers. Here is a glimpse of our result

- Turkish English bilinguals seem to have more frequent literacy and linguistic practices in Turkish than their French-Turkish bilingual peers. The differences shown must be related to external factors such as the community organisation in France and in England.
- Monolinguals declare to have more frequent literacy events than bilinguals.

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The functional superstructure: constraining intrasentential code-switching

Kay E. Gonzalez

One of the most well known and at the same time empirically contested hypothesis concerning grammatical restrictions on intrasentential code switching has been Belazi, Rubin and Toribio's (1994) functional head constraint (FHC), which proposes that there can be no code switch between a functional head and its complement. The basic idea goes back at least to Joshi (1985: 194) who claimed that "Closed class items [...] cannot be switched."

(1)

* *The professor said **that** el estudiante **había** recibido una A.*

the professor said that the student had received an A

(Belazi, Rubin & Toribio 1994: Ex.: 10 c)

A lot of evidence has been presented showing that this constraint is empirically wrong, the most common evidence being a code switch between a

determiner and the NP, which seems to be very common in world wide code switching.

However, the idea that functional categories play a relevant role in the grammar of code switching is still appealing.

What I would like to show in this talk is that a stronger version of the FHC could possibly work without all the empirical problems of the latter. The core idea is this:

(2)

Functional superstructure :

Two functional heads X and Y have to be filled with lexical material belonging to the same language, if their categories are both extended projections of the same lexical category.

Thus, there can be no switch between C and T (I) or D and Q if they are part of the extended projection of V or N., but switching between a functional head and its complement would be perfectly grammatical (Gonzalez 2005).

I tested this hypothesis on Spanish-German code switching data (Gonzalez 1996, 2005 and Gonzalez/Mueller 2003) and found that this stronger constraint seems to be relevant even in the morphology of code switching. The results of empirically testing the predictions of the hypothesis all seem to corroborate the hypothesis and cope much better with the evidence presented against the FHC.

The *functional superstructure* is not code switching specific but states that there is a close relation between the functional heads of the extended projection of a lexical category.

The reason for this restriction might be semantic or related to Chomsky's recent ideas about feature inheritance.

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Phenomena in French as evidence for different modes of acquisition

Jonas Granfeldt, Suzanne Schlyter, Maria Kihlstedt

Previous research on the acquisition of French have suggested that some morphosyntactic phenomena display different developmental patterns depending on the mode of acquisition (Beletti, 2006, Hamann, 2003). Perhaps unsurprisingly, the acquisition of the following four phenomena in French clearly distinguishes L1 monolingual from adult L2 learners:

- gender attribution and gender agreement
- object clitics (form and placement)
- subject-verb agreement
- tense-aspect marking

The question is more open with respect to other more closely related modes of acquisition. L1 and 2L1 have previously been reported having the same, essentially correct, development with respect to the above features (Meisel, 1990, 1994). More recently, subtle differences have, however, been observed. With respect to past tense morphology, Paradis (2006) observes similarities between L1 and 2L1 but only in the dominant language. With respect to object clitics, Grondin & White (1996) initially argued that L1 and child L2 showed the same pattern but this picture is not confirmed by Belletti (2006). Granfeldt (2005) suggested that gender attribution and gender agreement in balanced and dominant 2L1 was essentially the same as L1 monolinguals but less seems to be known about gender in child L2 French. Importantly, investigating different modes of acquisition enables a discussion of the relative impact of external and internal factors on the process of language acquisition.

One problem in many of the previous studies is, however, that they mostly concern small children below the pre-school age with different family situations. This, in turn, makes it difficult to compare the influence of external factors like amount and quality of the input. In this study we therefore study pre-school children acquiring French in the same pre-school in Sweden.

In this pilot-study we analyse these four diagnostic features in a group of 6-year old children with different linguistic backgrounds. We compare four different modes of acquisition of French. A first group consists of children who are monolinguals with French as their L1. We also study children who are simultaneous bilinguals acquiring French and Swedish from birth, some with French as dominant language (second group) and some with French as the weaker language (third group). The fourth and last group consists of children who are child L2 acquirers of French (Age of onset = 4 years).

Our general hypothesis is that the critical phenomena mentioned above will discriminate between the groups. But the features might not be uniform across the different modes of acquisition since they relate to different linguistic levels, ranging from the lexicon (gender attribution) to syntax (object clitic placement) and finally to post-syntactic operations (verb morphology). The

results for each phenomena will be discussed in relation to linguistic level and factors like age of onset, language dominance and input.

Affective speech in Scottish English and French: bilingual vs. monolingual children

Ioulia Grichkovtsova

The main objective of the present research is to investigate the affective speech of children, growing in monolingual and bilingual acquisitional context. The study of child affective speech may be specifically important for theories of phonetic learning in first and second language acquisition, and may have implications for theories of cross-cultural communication in general.

A cross-linguistically comparable corpus of child affective speech has been developed. Children were playing four emotions (anger, fear, sadness and happiness) on one token utterance with the help of visual materials. Visual materials served as the reference of the expressed emotions, and an affect inducing material, as the subjects associated themselves with the picture. 5 bilingual Scottish-French children (who are bilinguals from birth) and 12 monolingual peers, average age – 8 years old, were recorded. The corpus was validated by the perception experiment with 24 Scottish and French monolingual adults. The identification of child affective speech has been also compared with that of a professional actress.

The perception results show that child emotions were recognised in their majority. Some variability was observed in relation to the language of listeners, the subgroups of children and to the individual speakers. Bilingual children received higher levels of identification than monolingual children. Perception results of bilingual children show a complex picture: the identification accuracy depends on the type of the affective state, on the language of the child and on the language of the listener. Some affective states were better identified in one of the two languages by both groups of listeners. Within-group advantage was also observed for adult listeners: some affective states appear to be better identified by Scottish monolingual listeners, others - by French monolingual listeners. For example, anger of bilingual children was identified better in French, than in English by both Scottish and French monolingual adults, with a higher rate by French listeners; while happiness was identified better in English, than in French both by Scottish and French listeners, with better results for Scottish listeners.

The production results show that the analysed acoustic parameters, pitch, rhythm and temporal measures, were used by children for the expression of affective states. Both group tendencies and individual variability were observed in the child affective speech. No fixed pattern of successful encoding of emotions was found. One parameter or a flexible combination of several

parameters may be successfully used. In general, bilingual children used a larger number of acoustic parameters and differentiated their emotions more significantly, than monolinguals. Having a wider range of means and ways for affective realisations, bilinguals may be more successful in communicating their emotions than monolinguals.

Multilingualism and language attitudes in Ghana: a preliminary survey

Federica Guerini

The present paper focuses on the investigation of language attitudes in West Africa, with special reference to Ghana, a former British colony and one of the most important countries in the region. Attitudes towards languages in Ghana are influenced by a series of intertwined sociohistorical and cultural factors, the most prominent of which are: i) over a century of British colonial rule (1821-1957), leading to the establishment of English as the most prestigious and the only official language of the country, and ii) the presence of an unusually high status and developed indigenous language, Akan, which is spoken as first language by 49% of the Ghanaian population, while at least 40% of the remaining population regularly use it as a second or as a vehicular language. Although English still retains its privileged official role, Akan is currently employed in a variety of domains: in religious ceremonies, in politics, in television and radio programs, within the judicial system and even in formal education; besides, diploma and degree programmes in Akan are run in the major Ghanaian Universities and Schools of Languages.

This paper reports the results of a preliminary survey focusing on attitudes towards language use in education among students attending the University of Ghana in Accra. Data were collected through a written questionnaire administered by local fieldworkers to a sample of 90 students in September/October 2004. Respondents were allowed to choose between an English version and an Akan version of the questionnaire, which was designed to elicit attitudes towards the use of Akan as a medium of instruction in the local school system, as well as towards the place of Akan as Ghana's national language and its role in the expression of Ghanaian cultural and ethnic identity. The questionnaire consists of two parts: the first one is composed of a series of open-ended questions designed to gather information about the respondent's (socio)linguistic profile, whereas the second part, contains 27 attitude statements that respondents were asked to rate on a four-item scale (i- Strongly agree; ii- Agree; iii- Disagree; iv- Strongly disagree). Attitude statements include the following: I think that students would learn more effectively if lessons were in Akan rather than in English; I think that lessons would be more interesting if the language used was Akan rather than English; One cannot be considered a Ghanaian if one doesn't speak Akan; as well as

two open-ended questions ("There are things that you can say in English, but not in Akan" and "There are things that you can say in Akan, but not in English"), requesting respondents to provide examples, if they agreed.

Although the sample is admittedly limited and cannot be expected to be representative of the student population in Accra, the present survey represents a step ahead in the investigation of language attitudes in one of the most complex and linguistically heterogeneous African regions.

Early lexical development: Comparing German-French and German-Italian children

Lastenia Arencibia Guerra; Natascha Müller; Antje Pillunat

Researchers like Hulk & Müller (2000) and Müller & Hulk (2001) have argued that bilingual children exhibit crosslinguistic influence in the development of syntax. The purpose of the present study is to investigate whether bilingual children show signs of crosslinguistic influence in their development of the two lexicons and if so to what extent crosslinguistic influence in the lexical domain and syntax are related to each other.

The analysis of three longitudinal studies of German monolingual children clearly shows that, contrary to what would be expected on the basis of Gentner (1982), these children develop their noun- and verb lexicon in a very similar way, if types and if tokens are considered. A typical development of types is shown in Figure 1. Monolingual French children have been shown to exhibit a verb-noun-asymmetry in the development of the lexicon (Bassano 2000). Bassano's research reveals an asymmetry in favor of nouns if types are considered. Our study of three monolingual French children strengthens this finding. Figure 2 shows the noun-verb-asymmetry of one of these children with respect to types. Caselli, Casadio & Bates (2001) report a noun-verb-asymmetry - a noun advantage - in monolingual Italian children. The present study will investigate the development of the noun and verb lexicon in 5 bilingual German-Italian and in 3 bilingual German-French children.

The most interesting observation is that in all children the noun-verb-asymmetry, the noun advantage in particular, is manifest in the Romance language, i.e. in French or Italian respectively. The language which is affected by crosslinguistic influence is German. If the bilingual data diverge from the monolingual data, it is the developmental path in the German of the bilinguals which differs from their monolingual peers: the bilingual data show a noun-verb-asymmetry - a noun advantage - in German. A typical German-Italian child is shown in figure 3. The question to be asked is if both French and Italian effect the development of the German in the bilingual children in the same way.

We will show that French as the child's second mother tongue has a lesser effect onto German than Italian, the latter giving rise to a more articulated noun advantage in German. A second question we will address is whether crosslinguistic influence in syntax and lexical development go hand in hand. If crosslinguistic influence is due to the fact that the bilingual children have to process two languages simultaneously, the prediction would be that it were visible in both domains. Our study shows that the influence observed in the lexical and the syntactic domain does not concern the same children, a result which will be interpreted as evidence against the assumption that crosslinguistic influence in bilinguals is due to processing loads.

The syntax-semantics interface in SLA Spanish: the personal preposition *a*
Pedro Guijarro-Fuentes, Theodoros Marinis

According to recent proposals, interface areas are particularly vulnerable to processes such as attrition, fossilization and incomplete acquisition in bilingual and second language acquisition (Sorace 2004; Serratrice et al. 2004; Tsimpli et al. 2004). The vulnerability has been proven in various acquisitional scenarios, i.e. bilingual acquisition, adult L2 acquisition, and language attrition.

The present paper investigates the acquisition of the personal preposition *a* in direct object NPs in Spanish, the distribution of which relates to the syntax/semantics interface: definiteness/specificity of the NP, animacy/agentivity of the subject, and verb semantics (Torrego 1998; Zagona 2002). *a* is obligatory when the direct object is [+human], as in (1), and [+specific], as in (2).

- 1) Ayer vi a los vecinos. vs. Ayer visité el hospital.
yesterday I-saw the neighbours vs. yesterday I-visited the hospital
- 2) Busco a una secretaria. vs. Busco una secretaria.
I-am-looking for a (specific) secretary vs. I-am-looking-for some secretary

With stative/activity verbs, *a* is required only when the subject is animate, but verbs of accomplishment/achievement require *a* with animate direct objects regardless of the animacy of the subject, as in (3) and (4).

- 3) Inés conoce a varios artistas vs. El cine conoce varios artistas.
Ines knows various artists vs. the cinema knows various artists
- 4) El vino emborracho a varios invitados
the wine made-drunk several guests

30 English L2 learners of Spanish (mean age of onset = 24.2, mean time of exposure = 5 years), and 28 Spanish controls participated in a Completion Task involving sentences in the above conditions and an Acceptability Judgment with the same sentences embedded in short scenarios. L2 learners

completed also two proficiency tasks. The completion task revealed that L2 learners were across the board less accurate (65.5%) than Spanish controls (85.4%) ($F(1,23)=11.466, p<.01$) in the use of the preposition *a*. Accuracy in the completion task correlated positively with proficiency, and advanced learners were as accurate as native speakers. In the Acceptability Judgment task, L2 learners were also less accurate (52.3%) than native speakers (91%) ($F(1,23)=69.938, p<.001$), who performed at ceiling and significantly better than advanced learners ($p<.001$). This shows that context facilitated native speakers', but not L2 learners' performance.

Our results support Sorace's and Serratrice et al.'s view that L2 learners have difficulties with structures involving interfaces. Although with increasing proficiency L2 learners seem to become native-like in the use of the personal preposition *a*, even advanced L2 learners of Spanish have difficulties utilising contextual information when they have to judge the acceptability of sentences involving the syntax/semantics interface. We will discuss the implications of these findings for UG-based theories of L2 acquisition and bilingualism.

Behavioral and ERP Measures of Competition in Bilingual Spoken Word Production

Taomei Guo, Maya Misra, Susan C. Bobb, & Judith F. Kroll

Studies of lexical access in spoken production suggest that when bilinguals speak in one language alone, candidates in both languages are active briefly. Two approaches characterize most past research on this topic. In one, variants of picture-word Stroop have examined the effects of distractors related by form or meaning to a picture's name. The presence of interference or facilitation has been taken to indicate the presence and locus of cross-language activity during speech planning. An alternative is to exploit words in the two languages that share form and meaning. For example, cross-language similarity produces facilitation in naming cognate pictures in one language alone, suggesting that the unintended language is active to the level of the phonology.

Here we adopted a different approach by asking whether there is a cost to each language when both languages are required to be active. In one set of experiments we measured naming latencies and accuracy when relatively proficient English-German and Chinese-English bilinguals named pictures. The language of naming was either blocked or mixed, with alternations between languages cued by the background color on which the picture appeared. If both languages are active when bilinguals plan the name of an object in one language only, then mixed and blocked language conditions should be similar. However, if bilinguals are able to pre-select the language they intend to speak when language is blocked, then mixing should induce a

processing cost. The results indicated an asymmetry, with greater costs to the first than to the second language.

In a second set of experiments, we adapted the paradigm to examine the time course of these effects using event-related potentials (ERPs). Participants named pictures at both short (250 ms) and long (1000 ms) delays, with ERPs evaluated at the long delay. Consistent with the behavioral results, waveforms in the mixed conditions differed from those observed in the blocked conditions. However, in contrast to the behavioral results, ERPs showed a similar cost of language mixture for both languages. This cost can be characterized by two distinct effects: (1) Mixed naming produced a smaller positivity at approximately 200 ms post stimulus onset (P200) than blocked naming at all electrode sites, and (2) from 300 ms and continuing through the recording epoch, mixing produced more positive waveforms at frontal sites and more negative waveforms at posterior sites. Differences between the behavioral and ERP results will be explored and implications for models of bilingual production will be discussed.

Monolingual/multilingual and majority/minority background as predictors of language shift and maintenance - A study on Swedish Hungarian families

Kamilla György-Ullholm

Extensive research on language contact and bilingualism over the last thirty years has led investigators to agree that attitudes towards bilingualism determine the fate of bilingualism within the family and the wider society. But where do these attitudes within the family come from? How much variation in language usage can be explained by the attitudes prevalent in the family's neighborhood and in the wider society and how much is a heritage from parents and an effect of childhood experiences? Such questions framed a sociolinguistic study initiated 2003 on Hungarian speaking immigrants and their families in Sweden.

The aim of the ongoing study is to investigate two thus far unexamined factors for language transmission in diaspora, both related to the parent's (i.e. the first generation's) childhood and youth experiences: (a) whether the community in which they grew up was multilingual or monolingual, and (b) whether their family belonged to the majority or a minority group of the society at the time. Swedish Hungarians are especially suitable for this kind of investigation, since they represent a variety of linguistic backgrounds, yet share the same mother tongue. There are (1) majority members from Hungary, most of them being essentially monolingual at the time of migration, (2) non-Hungarian ethnic minorities from Hungary, mostly monolingual in Hungarian, (3) ethnic Hungarian minorities from multilingual areas of Hungary's neighboring

countries, and (4) ethnic Hungarian minorities from a restricted area of Romania, who grew up monolingual in the minority language, Hungarian.

Using the family as a link between the individual, the migrant community and the wider society, the study seeks to integrate two major fields of applied linguistics: research on language shift and maintenance on the one hand, and research on bilingual language acquisition on the other. The study is based on semi-structured interviews with 60 families living in Sweden's two main cities Stockholm and Göteborg/Gothenburg, all with at least one child between 6-18 years and several older or younger siblings.

This paper reports on the first step of investigation and focuses on the following data: findings on the parents' linguistic background, marriage patterns, and the families' reported interactions inside and outside Sweden. The main questions are: To what extent are the parents aware of the importance of language use outside the family for the maintenance of Hungarian in diaspora? Is there a significant difference between the subgroups (minority vs. majority background; multilingual vs. monolingual background) regarding their interactions with other Hungarian speakers? And if so, how does it affect the likelihood of their children becoming bilingual?

Codeswitching in spoken and written modes: Evidence from e-mail correspondence

Helena Halmari

While some work has been done on codeswitching in the written mode, most of this research has focused on highly planned literary texts (e.g. Callahan 2004, Halmari & Adams 2002, Timm 1978, to mention a few). Informal written discourse, such as e-mail correspondence, has rarely been the focus of codeswitching research, with the notable and important exception of Hinrichs (2006). Research on informal written discourse can, however, provide corroborating evidence for the generalizations about codeswitching patterns that have been based on spoken data only.

The purpose of this paper is to work towards filling this gap. My written data consist of ca. 400 e-mail messages from three Finnish-English bilinguals; these data are compared to several hours of spoken data from the same three research participants. The results of the comparison show that the generalizations and tendencies proposed in the codeswitching literature and mainly based on spoken data (e.g. Halmari 1997, Muysken 2000; Myers-Scotton 1993, 2006) apply to written data as well—with even fewer exceptions than those that appear in the spoken data. The differences in the codeswitching patterns between my two data sets are quantitative rather than qualitative: (1) In the e-mail correspondence, intersentential switching is favored at the expense of insertional switching, and (2) “violations” against

proposed grammatical tendencies are fewer than in spoken data. Lack of discourse triggering (Clyne 1967) in email correspondence is proposed as an explanation for the quantitative differences between the spoken and written data sets.

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Language dominance and language choice in a Swedish/British English bilingual girl

Åsa Harju & Kirk PH Sullivan

Subject: R. Age at recording sessions: 16 months (1;4) to just over 2 years. Bilingual with a native British English speaking father and a Native Swedish speaking mother. R is the oldest child, with a younger sister, who at the time of the recordings essentially was a non-speaker.

Petersen (1988:486), proposed the dominant language hypothesis: “The dominant language hypothesis states that in word-internal code-switching, grammatical morphemes of the DOMINANT language may co-occur with lexical morphemes of either the dominant or the nondominant language. However, grammatical morphemes of the NONDOMINANT language may co-occur only with lexical morphemes of the nondominant language.”

Dominance can also be determined by calculating the bilingual preference rate (BPR) (Caldas & Caron-Caldas 2000). The algorithm used is:

$$\frac{((\text{Number of L1 words} - \text{Number of L2 words}) + 1)}{2}$$
; the larger of the two)

BPR ranges from 0 to 1.0 with a larger value indicating an L1 preference and values below 0.5 indicating an L2 preference (Caldas & Caron-Caldas 2000). Bilingual children are good at determining what language to use in a specific situation and that choice is based on a number of factors (Hoffmann 1991): Participants, Topic, Setting, Function of the speech act, special form and Language proficiency. Recordings of R's spontaneous speech were made between 1;4 and 2;1 using a DAT recorder with a microphone attached to the child. These recordings will be transcribed and then analyzed. We examined R's language dominance and choice with the respective parent. Lanza (1997) states that the examination of the child's language in conversation provides an important anchoring point for determining the degree to which the bilingual child is aware of her bilingualism. We use the tools provided by Caldas and Caron-Caldas (2000), Lanza (1997) and Petersen (1988) to investigate R's language dominance and subsequently her language choice with the different interlocutors. The questions are:

- Is R adapting her language choice to the interlocutor?
- Is there codeswitching present in R's speech?
- Which is R's dominant language(s) during the period of the recordings?
- Is she aware that there are two languages spoken in her family?

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How language education and language revitalisation programmes can become misaligned: Long-term decline in proficiency in spoken Irish.

John Harris

Irish, a minority language, is the first official language in Ireland. From the beginning of the state in 1921, the teaching of the language at primary level has been the central element in the larger language-maintenance and language-revitalisation effort. Presently, Irish is taught to virtually all primary-school pupils - in the vast majority of cases as a second language, and as a single school subject, in 'ordinary' mainstream schools. It is also taught in

immersion ('all-Irish') schools which while still relatively small in number have grown substantially over the last twenty years.

This paper presents evidence for a dramatic and statistically significant decline in pupil success in learning Irish (speaking and listening) in ordinary schools over the last two decades. In contrast, the success of all-Irish immersion schools has remained relatively constant. The data comes from a series of national surveys of achievement in spoken Irish in ordinary, all-Irish and Gaeltacht heartland schools, based on objective tests and involving 14,000 pupils in all. The findings on proficiency are interpreted in the light of data on a range of other educational, sociolinguistic, attitudinal and home-background variables based on surveys of teachers, parents and pupils. Among the issues addressed by the research is whether the dramatic growth in all-Irish immersion education during this period could account for the decline in achievement in mainstream schools. This would arise if the latter schools were deprived of the most linguistically 'advantaged' pupils and teachers who now opt for schools in the Irish-immersion sector). This hypothesis is tested by hypothetically replacing at a national level all 'new' immersion pupils into mainstream schools, reweighting, and examining the effects on achievement in mainstream schools.

Reasons for the decline in Irish achievement in mainstream schools, and the implications for language education policy and revitalisation, are analysed. Among the factors responsible are curricular and time pressures on Irish, a reduction in Irish-medium teaching outside the Irish lesson, changing teacher attitudes, a long-standing lack of engagement by parents with the learning process in the case of Irish and the *indirect* effect on classroom dynamics and teacher esteem of the loss over time of high-Irish potential pupils to all-Irish immersion. The changing role of the Department of Education and Science, and the rapid evolution of educational structures generally during this period, have also had very substantial if unintended negative effects on Irish in education.

The findings are used to illustrate the complex manner in which language-revitalisation and language-maintenance programmes can be either undermined or enhanced by socio-educational processes which initially may appear quite remote from teaching and learning processes. Implications for theories of language maintenance and language revival are discussed.

The Acquisition of WH-questions by Estonian Deaf Learners of English

Kadri Hein

The aim of the present paper is to study the acquisition of WH-questions by Estonian deaf learners of English. More precisely, whether a group of Estonian deaf students has acquired WH-movement in English. The students

were asked to take a test consisting of three tasks: grammaticality judgements, word ordering and question formation. The results of Estonian deaf students were compared to the results of Estonian hearing students and native speaker controls.

Principles and Parameters Theory has been chosen for the theoretical basis of the study. According to this theory, some languages allow WH-movement while others do not. Lillo-Martin (1998) investigated the acquisition of WH-movement by deaf American college students. She found that the students have acquired the WH-movement and therefore Universal Grammar governs their acquisition of English.

The results of the study show that hearing students received better results in the test than deaf students and the children of hearing parents performed somewhat better than the children of the deaf parents. The difference in results was probably caused by the restricted input that the deaf students have, the different modality that sign language operates in and WH-in-situ parameter in Estonian Sign Language. Despite difficulties the deaf were able to acquire WH-movement, as the percentage of correct answers in the test was rather high. Therefore, it was found that the group of deaf students has reset the WH-parameter. As it is impossible to acquire it via Estonian Sign Language, the students can receive information about it only by using Universal Grammar. Thus, it can be stated that the group of deaf students has access to Universal Grammar.

It should be noted that the results of the test apply primarily to the acquisition of WH-movement by the researched group. In order to do draw further conclusions the number of informants has to be increased and the topic extended.

Effective additional language learning: isiXhosa in two South African schools

Monica Hendricks

South Africa since 1996 has had 11 official languages and education policies which aim to affirm multilingualism and promote the nine newly-official African languages. The dominant languages in the Eastern Cape Province are isiXhosa, Afrikaans and English. isiXhosa is the home language of the majority, but English is the preferred language of instruction in schools. This paper reports on how multilingual policies are realized in two desegregated schools in the Grahamstown education district of the Eastern Cape, which offer all three languages in the curriculum. One is a well-resourced state school, Sea View, where isiXhosa is taught as L3, and the other is a very wealthy independent school, St Katherine's, where isiXhosa is taught as L2. The paper compares teachers' challenges in these different contexts and

learners' written output in Grade 7, the last year of primary school. My findings are that most isiXhosa-speaking learners in desegregated schools are not developing literacy in their home language because isiXhosa is taught mainly as L3. When isiXhosa is taught as L2, though learners read and write more than in L3 classes, the focus is on oral proficiency. These Grade 7 learners' writing abilities in isiXhosa suggest that curriculum policy is falling far short in its aim of promoting the acquisition of isiXhosa as an additional language.

Can the use of “tu” and “usted” lead to higher prosocial behavior?

Lorna Hernandez Jarvis

We investigated whether prosocial behavior tendencies are predicted by Spanish-English bilingual adolescents' use of formal and informal speech modes in Spanish as well as whether prosocial tendencies vary between bilingual and monolingual adolescents. Prosocial tendencies refer to patterns of behavior intended to help others. We investigated whether adolescents who are bilingual and bicultural exhibit a higher tendency toward prosocial behavior when compared to white monolinguals. The bilinguals self-identified with Latino cultures, considered collectivist relative to the U.S.A. Bilinguals might have higher sensitivity to socio-contextual cues than monolinguals (Merriman & Kutlesic, 1993; Rosenblum & Pinker, 1983). This higher sensitivity might lead to higher prosocial behavior and relate to the use of *tu* and *usted*.

Subjects were Spanish-English bilingual ($n = 234$) and English monolingual ($n = 514$) 6th-8th graders. They were tested through local schools in West Michigan. They were asked about their level of proficiency of English and Spanish, their use of informal or formal speech modes in Spanish and with whom they used the “*tu*” and “*usted*” form. They also completed the Prosocial Tendencies Measure [PTM] (Carlo, et al. 2002), consisting of six subscales measuring different aspects of prosocial behavior.

An ANOVA comparing bilinguals to monolinguals in prosocial behavior tendencies yielded no statistically significant differences. The adolescents in our sample scored significantly lower on the Public, Altruistic and Anonymous PTM subscales than on the Emotional, Dire, and Compliant. They were more likely to exhibit helping behaviors under emotional or severe circumstances or when asked to do so rather than when they are watched or because they believe it is the right thing to do.

A regression analysis was computed on the bilingual sample in which age and gender were entered on the first step. In the second step a composite score for addressing adults and one for addressing children were entered. This step produced a significant change in R^2 for the Public Prosocial Tendencies

subscale, $\Delta R^2 = .150$. The composite for addressing adults showed a significant coefficient and the composite for addressing youths approached significance, $\beta = .360, p = .012$ and $\beta = -.266, p = .053$, respectively. The other subscales produced no change in R^2 . A T-Test was run to compare the means for each composite entered in step two. These means were found to be significantly different. The bilinguals (73%) used the formal mode to address adults and 65% of them used the informal to address children.

This investigation suggests no differences in prosocial behavior tendencies between bilingual and monolingual adolescents. Contrary to what was expected, only the lower type of prosocial tendency was predicted from speech mode use in the bilingual sample.

Grammaticised Forms Underlying Information Structure in L1 and L2 Perception.

Beryl Hilberink-Schulpen, Ulrike Niderstigt, Marianne Starren

In cross-linguistic production studies (e.g. Carroll & Stutterheim, 2002, Stutterheim & Nüse, 2003) of event construal, differences were observed in the description of events in two types of languages: those who possess a morphological marking of progressive in the present (English, Spanish) and those who do not (German, Dutch). The results clearly showed that speakers of German and Dutch mention more resultant states than speakers of English and Spanish, therefore it was concluded that a rich grammatical aspectual system seems to be intertwined with the degree of contextual boundedness.

Carroll, Lambert, Natale, Starren & Von Stutterheim (in prep) wanted to find out what speakers of English (+ progressive) do when they have to describe events in German (- progressive) as L2. (Is their production more like their L1 or like native L2 with respect to mentioning resultant states?) They found that L2 production data is influenced by L1 principles of event construal: speakers of a language *without* progressive aspect still use resultant states in L2s *with* progressive aspect, and vice versa.

If L2 production is guided by L1 principles the question is what happens when learners have to judge utterances that are NOT guided by these principles but by those of their second language. This paper presents results of a study on native and non-native *perception* of event construal of the same type of stimuli as used in the above mentioned production studies. Participants were asked to rate a possible description of an event represented in a video-clip on the basis of the likelihood of use on a scale from 1 to 7. The descriptions were manipulated with respect to the presence of progressive marking and of resultant states. We collected data from English, German and Dutch natives and Dutch learners of English and German.

Our results show, first of all, that in line with the production data, English and German natives have a clear preference for the presence/absence of progressive marking. Dutch native speakers, on the other hand, do not display such a clear preference in neither their production nor their perception. However, in contrast to the production data, natives of all three languages have no clear overall preference for the presence/absence of a resultant state. The situation is more complicated when it comes to L1 influences on L2 perception: Dutch learners of English have the same preferences as English natives, whereas the preferences of Dutch learners of German seem to be guided by their L1. This could be due to the fact that the difference between English and German in this respect is that English codes ongoingness grammatically, whereas German does not. Progressive marking is one of the first things learned by learners of English, whereas matters of pragmatics such as the presence or absence of resultant states in German are more difficult to attain. When it comes to event construal it might be that English is easier to acquire than German.

What pauses reveal about language processing in spoken L2 production

Heather E. Hilton

Research in the 1970s and '80s on the "pausology" (Griffiths 1991) of spoken language produced interesting data on temporal aspects of language fluency that have been underexploited in Second Language Acquisition research. More recent inventories of the defining characteristics of L2 fluency (Riggenbach 2000; Riantseva 2001; Rieger 2003; Bell 2003; Freed et al. 2004; Kormos 2006; Trofimovich & Baker 2006) illustrate renewed scientific interest in the subject. Studies of hesitation phenomena can in fact help us identify L2-specific features of spoken production, which we can use to adapt models of L1 processing (Levelt 1999) for SLA research.

In pausological analyses of a spoken learner corpus currently being compiled and analyzed (using CHILDES software and conventions) at the Université ***, disfluent hesitation phenomena reveal those lower-level aspects of L2 processing that have not been automatized (and which interfere with higher-level meaning construction). Disfluent pauses of more than 3 seconds seem closely linked to gaps in lexical and phraseological knowledge; difficulties in verb retrieval are particularly detrimental to discursive fluency.

After a brief summary of previous findings concerning the temporal norms for fluent and disfluent speech (summarized in Dechert & Raupach 1980), we will present pausological data from our learner corpus, comparing productions in three L2s (English, French, Italian) by learners of different skill levels. Data from native-speaker control groups will also be included, providing temporal fluency indicators for the tasks accomplished by the L2 learners (since fluency research shows variation in hesitation phenomena according to task).

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Code-switching as a Trojan horse bringing about morphosyntactic change? Data from Croatian-English contact in Australia.

Jim Hlavac

Can code-switching result in morphosyntactic change? Or does morphosyntactic change itself facilitate code-switching? The Croatian speech of 100 adult, second-generation bilinguals provides a corpus of over 145 000 lexical tokens in which (Croatian, English or bilingual) NPs are examined with regard to their case-marking. Traditionally, case marking of synthetic languages such as Croatian is considered vulnerable to attrition when in contact with analytic languages such as English that lack this feature. Code-switching is a widespread phenomenon in this sample and of the 5677 turns recorded, 2276 (40%) contain examples of code-switching to English. In the sample there are 994 English NPs tend not to receive Croatian case marking (although with NOM case no overt marking is required for this to be ascertainable). Such lexical intrusions can have possible consequences on the phi-features of Croatian nominals. But instead, attrition of case-marking features amongst Croatian nominals is the exception, not the rule: 91% of Croatian NPs attract target marking and even when NPs with non-overt

markers are discounted, the percentage of nominals with target case marking remains at 84%.

Thus, change to the Croatian morphosyntactic ‘grid’ of informants, although sometimes apparent, is uncommon. Where external influences such as code-switching play any role in this change, they are likely to be matched by internal factors such as the relative ‘peripherality’ or markedness of some cases which are substituted with more ‘core’ cases. Thus, where change occurs, internal factors such as relative markedness (cf. Jakobson’s (1936) notion of ‘Randkasus’ or Āuroviĉ’s (1983) ‘hierarchy of implicativity’ such that NOM, ACC and GEN function as defaults for other, oblique cases), or even genetically related models (cf. case syncretism in other South Slavic languages such as Macedonian and Bulgarian) co-occur with the external influence of English with its reduced syntactic features marking phi-features. While code-switching reflects and affects changes in the availability and status of forms in an individual’s or speech community’s lexical repertoire, the same kind of effect is not found in these bilinguals’ morphosyntax.

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When Different-Script Bilinguals Speak in L2: Is Language-Specific Access Possible?

Noriko Hoshino & Judith F. Kroll

Past research suggests that both languages are active regardless of the bilingual’s intention to speak in one language only. However, most research on bilingual language production has been performed with bilinguals whose two languages share the same script, which make two languages more similar in appearance and potentially more ambiguous with respect to language status. Although differences in the written lexical form might not influence word production, recent studies suggest that all lexical codes are active to some degree in both comprehension and production and bi-directionally connected to each other. The goal of the present study was to determine whether different scripts modulate cross-language activation during bilingual word production. In two experiments we compared the performance of same-script Spanish-English bilinguals with that of different-script Japanese-English bilinguals. In Experiment 1, bilinguals performed a simple picture naming task in their L2 English, in which the written lexical form was absent. Some pictures had names that were cognates in the bilingual’s two languages and others were noncognates. Cognates are words whose meanings and phonology are shared

across languages. If both languages are active even when the bilingual's two languages do not share script, not only Spanish-English bilinguals but also Japanese-English bilinguals should be faster to name cognate than noncognate pictures in L2. However, if shared orthography as well as phonology is necessary for cognate facilitation, only Spanish-English bilinguals should produce the effect. In Experiment 1, cognate facilitation was observed for both groups, suggesting the presence of cross-language phonological activation even for different-script bilinguals.

In Experiment 2, bilinguals performed a picture-word interference paradigm in which they named noncognate pictures in L2 while ignoring L1 distractor words. Unlike Experiment 1, the written lexical form was present visually in the task. If script differences modulate the degree of cross-language activation, then Japanese-English bilinguals should be able to exploit the script difference as a cue to ignore the distractor word. Distractors included both phonologically and semantically related and unrelated words. Spanish-English bilinguals produced both phonological facilitation and semantic interference. In contrast, Japanese-English bilinguals produced phonological facilitation but not semantic interference. These results suggest that Japanese-English bilinguals appear to select the language of production prior to the semantic activation of the L1 word, whereas Spanish-English bilinguals do not. The overt presence of script cues thus appear to effectively direct attention to create language specificity. Implications for models of bilingual word production will be discussed.

Language acquisition in Basque-Spanish successive bilinguals. Narrative skills in five-year-old children.

Itziar Idiazabal, Margareta Alegren, Leire Beloki, Ibon Manterola

The aim of this presentation is to compare the development of narrative skills by two groups of five-year-old children who are brought up in bilingual contexts where Spanish and Basque are their L1 and L2, respectively.

Our corpus, collected in pre-school classrooms, contains video-taped and transcribed data from oral story-telling in Basque and in Spanish. The language of instruction from age two is Basque in both cases, which means that one of the groups takes part in an immersion programme, whereas for the other group Spanish is the environmental language. The fact that the exposure to both languages has taken place before age five in a context of non-formal instruction justifies considering these subjects successive bilinguals.

The question whether monolinguals and bilinguals follow the same pattern of development has often arisen in relation to syntax and the lexicon (Deuchar & Quay, 2000). So far, most studies have dealt with children acquiring two

languages simultaneously from birth, or bilingual first language acquisition (De Houwer, 1995; Meisel, 2001).

Successive bilingualism, however, is becoming more and more frequent by educational immersion programmes. This fact has also brought about an increasing interest in the possible influence of L1 on L2, where concepts such as “cross-linguistic influence” or “transfer” are being interpreted not as an inevitable fusion or code mixing, but rather as a relief strategy or as the application of structures that are common in both languages (Lanza, 1998; Müller, 1998). Transfer from L2 on L1 has also been studied with older children (Idiazabal & Larrigan, 1997).

Several works show that five-year-old children have developed a basic narrative capacity, both referring to structure and to the use of verb forms. (Bamberg, 1987; Berman & Slobin 1994; De Weck, 1991). On this occasion we will focus in the first place on the development of the narrative structure, in terms of intrigue or plot (Adam, 1992; Bronckart, 1996; Revaz, 1997), a relevant feature for the organization of the contents throughout the story. In the second place, we will analyse aspects related with verbal cohesion, such as narrative anchoring (Dolz, 1990, Sebastian, 1989), verbal density (Quasthoff (1997) and the use of perfective and imperfective verb forms in the different parts of the text (Fayol, 1994, Dolz et al. 1991).

Productions in Spanish and in Basque as L1 or L2 will be compared to show, according to our hypothesis, that successive bilinguals develop both languages following the same patterns as their monolingual counterparts, although with some differences due to the level of bilingualism achieved by the children. We will also show that transfer from L2 into L1 is possible when the skills in L2 are sufficiently developed.

Vestigial Phonology in a Bilingual German-English Child

David Ingram, Dorothy Godlinski

While incremental changes occur throughout phonological acquisition, the determination of critical changes, i.e. those that lay the foundation for subsequent learning, have been difficult to determine. One proposal is Dupoux and Peperkamp (2002), who hypothesize that infants by age one set the prosodic parameters of their language acquisition. Another change is hypothesized in Bunta, Davidovich & Ingram (2006), who claim that bilingual children in the period of early word acquisition build distinct surface phonological patterns from an underlying identical set of distinctive features. This milestone is argued to determine future patterns of acquisition.

Evidence for the first proposal has been experimental studies on phonological deafness in adults, i.e. vestigial evidence. Is similar vestigial evidence is possible for the second proposal? We have identified one possible way. If

children have a critical point in the establishment of syllables and distinctive features, it is predicted that the characteristics of this stage will resurface if children were later to create their own language. The created language is predicted to have the phonological properties of the child's earlier phonological system.

The present study examines such a situation. The first author studied the second author's acquisition of German (her first language) when she was 1;11. Later when she was seven-years-old (and bilingual in English and German), she created a language distinct from either English or German. This process of language creation was pursued for several years, and resulted in a detailed diary, and then was abandoned (and the diary unfortunately discarded). She was able, however, to remember the numerals from one to twelve, and five other words. Phonological analyses were conducted on 53 German words produced at 1;11 with the 17 words from the created language. The analyses examined syllable shapes, and inventories of onset and coda consonants.

Regarding syllables, the German sample showed a higher proportion of monosyllables than the created language, but they were more similar on syllable shapes, with CVC and CVCV shapes constituting nearly half of the words. The consonant inventories were in a subset relationship, i.e. all the consonants in the created language were a subset of the consonants found in the German sample. The distinctive features of the created language were thus a subset of the German sample, most noticeably lacking [voice] contrasts in onsets and manner features for codas. Given the limited data on the created language, the results have to be taken with great caution. That said, the phonology of the created language bore a similarity to the earlier German system, but showed a simpler system. The results at least are suggestive that there is the possibility of a vestigial phonology, and that this intriguing possibility deserves discussion and future research.

A Response to Migration and Multilingualism in a Canadian School

John Ippolito

As in Europe and elsewhere, large-scale migration has introduced an unprecedented multilingual dimension to North American society and its systems of formal schooling. As North American society, in particular its urban centres, has become increasingly diverse, educational critics have pushed for educators to elaborate their pedagogies in response to multilingual students. The key role played by families and communities in the education of such students is central to this elaboration, whether it be in the area of literacy (e.g., Au, 1998; Wason-Ellam & Ward, 2004), classroom practices (e.g., Rosebery & González, 2001), teacher education (e.g., Villegas, 2002; Cochran-Smith 2004); or theorizations of community in the context of

diversity (e.g., Furman, 1998; Shields, 2000). More specifically, educational researchers in the areas of language/literacy acquisition and situated learning have advocated for schools to pursue pedagogies where multilingual families can be community partners in their children's education (e.g., Schecter & Cummins, 2003).

This presentation provides an ethnographic tracking of the progress of immigrant parents, their children and teachers as they are introduced to and take up such a multilingual public schooling discourse in the context of a collaborative action research project. In this project, a public school- and university-based research team is designing, implementing and monitoring an after-school learning program involving multilingual students, their parents and caregivers at an elementary school in the Greater Toronto Area. The presentation provides a conceptual and programmatic context for the initiative: conceptually, a rationale for multilingual schooling practices is elaborated in reference to a relevant literature and research stream in Canada and abroad; programmatically, the initiative is positioned within a broader school-board/university attempt to address the needs of inner-city students deemed to be at high risk of educational failure.

Having set this context for the after-school program, the presentation shares the research team's collective planning, highlighting attempts to make this stage of the work linguistically-inclusive and broadly-referenced within the school's community. It then relates the organization of specific after-school sessions, explaining what kinds of topics are being addressed and how they are being facilitated by the program team. Further, it shares the ongoing research-based efforts to interpret the program, both its structure/application and its impact on all the participants.

Finally, the presentation concludes by outlining the implications of this program for educational settings characterized by students, parents and teachers who speak multiple languages. In particular, it explores possibilities for adapting the program to meet the educational needs of immigrant, multilingual families in other international settings.

Beyond the dichotomy “one language – one ethnicity”. Identity negotiation between two Russian-speaking migrant communities in Germany

Vera V. Irwin

A number of recent studies have investigated the ways speakers utilize their linguistic resources to negotiate identities in interaction, including ethnic identities (Bailey 2000, Lo 1999). The majority of these studies have focused on migrant situations where language(s) other than the language of the surrounding majority is used by the speakers to mark their ethnic affiliations.

This way, a certain dichotomy is often being assumed which equates one language with one particular ethnicity, allowing speakers to draw from features of their “ethnic” language to signal their affiliations with a particular minority.

The current paper presents results of a study of language and ethnic identity that does not fall into this common pattern. It looks at the relationship between two migrant communities in Germany (Russian German and Russian Jewish), that bring to Germany two distinct ethnic identities while sharing the same set of languages. Having lost their “ethnic” languages (German and Yiddish), both migrant groups come to Germany mainly as native speakers of Russian and acquire German after migration as their second language. At the same time, they both are faced with a need to negotiate their own space within the landscape of the German society, including positioning themselves towards each other, as they are often perceived and mislabeled as one group by the receiving society. In such situation, where L1 and L2 are shared by the communities, the question that arises is whether and how speakers use this language combination in the process of their group’s identity construction.

This research relies on sociolinguistic interviews with members of both communities along with the evaluation of their social networks. The results indicate that speakers indeed use linguistic means to express distinct ethnic identities within the larger Russian-speaking migrant population. With an absence of a unique “ethnic” language, however, the weight of the identity marking is shifting towards the specific practices and ideologies around the use of the common L1 and L2, with distinct patterns of linguistic behaviors characteristic for each of the communities. In particular, attitudes towards and practices of L1 maintenance, attitudes towards and practices of code-switching and, most interestingly, issues of L2 acquisition emerged as the most powerful tools in constructing a group ethnic identity.

Overall, the results of the study show that in situations where no distinct linguistic code is associated with a particular group, the models proposed by Bailey and others are not able to capture the ways speakers utilize their linguistic resources in creating identities (including ethnic identity). The analysis presented in this paper, which emphasizes linguistic practices rather than linguistic codes, is better able to take the understanding of the relationship between language and ethnic identity beyond the commonly assumed dichotomy of “one language” – “one ethnicity”.

The conceptual memory system in the bilingual brain: fMRI evidence from simultaneous and successive bilingual adults

Frederic Isel, Christian Büchel

The present functional neuroimaging study aims to investigate whether words in first language (L1) and their translation equivalents in second language (L2) have shared or distinct representations in the bilingual memory system. We approached this issue by investigating the neuronal responses associated with visual processing of words in L1 (French) and L2 (German) in French-German bilinguals using functional magnetic resonance imaging (fMRI). According to the revised hierarchical model of bilingual memory proposed by Kroll and Stewart (1994), conceptual representations are assumed to be stored in an abstract memory system common to both languages, whereas words of each language are thought to be stored in separate lexical memory systems. The link between the lexical and the conceptual systems is assumed to be stronger in L1 than in L2 (i.e., asymmetric link). In order to falsify the assumption of a common conceptual level in bilingual memory system, the between-language priming paradigm constitutes a critical test. In fMRI studies using the neuronal adaptation technique, repetition and associative priming effects in prime-target word pairs are usually attested by a reduction of the neuronal activity [i.e., repetition suppression (RS) effect] in the brain area assumed to support the underlying word recognition mechanisms. Critically, the observation of a between-language RS effect in the present study would give support to an integrated conceptual bilingual memory system. A visual-visual priming experiment using a semantic categorisation task (i.e., participants have to decide whether the second word of word pairs is natural or artificial) was designed. The two within-subjects factors Language [between-language (French-German), within-language (French-French)] and Priming type (repeated, associated, unrelated) were systematically manipulated in a 2×3 factorial design. Based on previous fMRI priming-studies, the following predictions were formulated. If words in L1 and their translation equivalents in L2 have shared representations, which are supported by a common 'population of neurons', then a between-language RS effect should be observed (1) in left inferior frontal gyrus, bilateral parahippocampal gyrus, and right fusiform gyrus for word repetition [e.g., bateau - SCHIFF (boat)], and (2) in ventral surface of the left anterior temporal lobe for word association [e.g., mer (sea) - SCHIFF]. Moreover, if the strength of the lexical/conceptual link differs in L1 and L2, then this difference should vary as a function of the age of onset acquisition (AOA) of L2. In the present study, this should be reflected by a larger RS effect in simultaneous (acquisition of both languages before the age of three-years; symmetric link) than in successive (acquisition of the L2 after the age of ten-years; asymmetric link) high-proficient French-German

bilinguals. Combined behavioral and fMRI data whose acquisitions are currently in progress will be presented.

Who is a "Superior" speaker? Revisiting the OPI guidelines

Ludmila Isurin

The study looks at narrative/descriptive patterns elicited from 2 groups of participants: monolinguals (N=23), bilinguals (N=10), and compares that with the corresponding performance of advanced FL learners (N=8). The purpose of the study is to discuss and/or challenge the existing guidelines established by the OPI (oral proficiency interview) technique that requires the speakers of Advanced and Superior level to demonstrate particular elements of narrative/descriptive discourse patterns and to show their ability to circumlocute on specialized topics at the Superior level.

Three groups participated in the study: monolingual Russians, Russian-English bilinguals, and advanced speakers of Russian as a foreign language. Native speakers of Russian who reside in the US and teach Russian in the US University represented the bilingual group of participants. The data on bilinguals and monolinguals was collected through interviews on selected topics. The group of the second language learners was OPI-ed following the ACTFL (American Council of Teachers of Foreign Languages) guidelines. Contrary to the OPI procedure, the structure of the interview administered to monolingual and bilingual groups was not guided and elicited a more naturalistic discourse patterns. The analysis of the data obtained from all three sources showed that the OPI requirements are not necessarily reflective of the way native speakers interact. The latter was especially evident from comparing the linguistic data from so-called "specialized" topics where native speakers of Russian showed numerous instances of lexical borrowings and morpho-syntactic adaptations that are not tolerated by the OPI standards. The paper gives a detailed analysis of the narrative/descriptive patterns and code-switching instances as well as discusses the methodological problems of the OPI guidelines by comparing the data across three groups. The author, a certified OPI tester, brings up a question of the OPI validity in the light of the obtained empirical data.

Sociolinguistic and Pragmatic Aspects of Bulgarian – English Code-Mixing in Business E-mails

Katya Ivanova

Aspects of business discourse have been increasingly prominent in Bulgaria over the last ten to fifteen years, with the appearance of big multinational

companies on the Bulgarian market and the involvement of many people in them. This has led to a situation where issues such as organizational discourse (Fairclough 1997, 2001) and e-discourse (e-mail communication in particular), are directly influenced by the Bulgarian-English bilingual situation.

English being the language normally used as an official code in large multinational companies represented in Bulgaria, it is also sometimes the required language in e-mails. However, even when there are no such requirements, English is used, to a bigger or lesser extent, as a result from which Bulgarian – English code-switching and code-mixing occur in e-mail correspondence.

Tsiplakou et al (2004) have discussed the quantitative and qualitative aspects of Greek-English code-switching in e-mails. However, little research has been done on Bulgarian- English code-mixing in e-mails, and none on its relationship with business discourse.

In this context, the present research examines the sociolinguistic and pragmatic aspects of the code-mixing which takes place in business e-mails. It also looks at what constraints operate on code-mixing as imposed by status, group belonging, gender, etc. The study is based on a sample of business e-mails collected from branches of large multinational companies in Bulgaria, where English is used for formal communication with other branches or with the management board, and where most employees have sufficient knowledge of the language.

The initial hypothesis, confirmed after a sociolinguistic and discourse analysis of data, is that code-mixing is an element of oral discourse which is also manifest in electronic discourse. Having in mind the usual formality of business discourse, code-mixing performs several function in e-mails: (1) it is employed to replace informal markers of orality in electronic discourse (emoticons, case, etc.); (2) it is used to demonstrate group belonging based on workplace, age, and level in the hierarchy; (3) it is used to demonstrate status by superiors addressing subordinates; (4) conventions existing in companies regarding the use of Cyrillic or Latin letters respectively are of a major importance for code-mixing and result in variations of quantity, prominence, and functionality of the items code-switched.

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L1 effects on L2 syntactic processing

Gunnar Jacob, Roger P.G. van Gompel

An important controversy in L2 processing research is whether syntactic information transfers from L1 to L2: While some studies (e.g. Dussias, 2003; Frenck-Mestre & Pynte, 1997) suggest that syntactic transfer between languages affects L2 processing, other studies (e.g. Clahsen & Felser, 2006, Papadopoulou & Clahsen, 2003) have obtained results suggesting the opposite.

To clarify this issue, we investigated whether highly proficient L2 speakers activate syntactic structures from their L1 while reading L2 sentences. Native speakers of German living in Scotland read sentences such as (1a):

(1a) When the barmaid Damian deceived and betrayed attempted to steal the spoons nobody paid attention.

If native speakers of German processed *When the barmaid Damian deceived and betrayed* according to German syntax, they would incorrectly analyse it as a subordinate clause, with *Damian* being the direct object (as in *Als die Bardame Damian hinterging und betrog...*). In reality, however, *Damian deceived and betrayed* is a reduced relative clause. If the parser activates not only the correct English structure, but also the incorrect German structure, this should result in processing difficulty.

To investigate this, we compared reading times for different segments of sentences such as (1a) with (1b):

(1b) The barmaid Damian deceived and betrayed attempted to steal the spoons when nobody paid attention.

In (1b), the German syntactic structure is ruled out from the start: *Damian* cannot be a direct object here because German main clauses require SVO-word-order. Hence, if syntactic transfer occurs in (1a), native speakers of German should find (1a) harder to process than (1b).

To rule out the possibility that a difference between (1a) and (1b) occurs because (1a) starts with a subordinate clause and (1b) with a main clause, we added two conditions, which parallel (1a) and (1b), but contain *who* to introduce the relative clause.

Reading times were measured using the self-paced-reading technique. If the German structure is activated in (1a), reading times should show an interaction between the type of relative clause (reduced vs. full relative clause) and the type of sentence beginning (subordinate vs. main clause).

We observed a significant interaction in the second part of the verb region (*and betrayed*). Interestingly, the effect occurred before the structure of the sentence becomes inconsistent with the German structure (This happens at *to steal*: * *Als die Bardame Damian hinterging und betrog versuchte zu stehlen...* is ungrammatical). This suggests that participants indeed activate the

incorrect German syntactic structure, but abandon it relatively early, before it is ruled out by the structure of the sentence itself.

The results support accounts claiming that syntactic information from L1 can influence L2 processing (e.g., Schwartz & Kroll, 2006) and challenges accounts denying the existence of syntactic transfer.

L3 Acquisition of German by native Japanese speakers – evidence of L2 influence

Carol Jaensch

Japanese nouns are non-inflecting and have no articles; English and German nouns generally inflect for number and have articles. Furthermore, German articles vary according to the gender, number and case of the noun. German attributive adjectives also decline according to the gender, number and case of the noun they are modifying and the type of preceding determiner (definite, indefinite or zero). English does not mark adjectives. Whilst Japanese may mark predicates, such as adjectives and verbs, for tense and negation (amongst other things) and nouns for case, there are no markings on attributive adjectives for gender, number or case. This produces an interesting paradigm for the three languages under observation.

Feature distribution

<i>Language</i>	<i>Articles present</i>	<i>Articles marked for:</i>			<i>Attributive Adjectives marked for:</i>		
		<i>Case</i>	<i>Num</i>	<i>Gender</i>	<i>Case</i>	<i>Num</i>	<i>Gender</i>
<i>Japanese</i>	no				no	no	no
<i>English</i>	yes	no	partial	no	no	no	no
<i>German</i>	yes	yes	yes	yes	yes	yes	yes

This study will present results obtained on these properties from two groups of L3 speakers of German with Japanese L1: a group with low proficiency L2 English and a group with high proficiency L2 English. Subjects undertook written gap-filling and oral elicitation tasks, as well as proficiency tests in English and German. A control group of German native speakers was included.

Preliminary results show the higher English proficiency group outperforming the lower, in some cases significantly. L3 research, such as that from Sanz (2000) and Muñoz (2000), has shown that bilinguals with a good competence in both languages display improved general proficiency in an L3. More recent research has shown that learners acquiring features absent in the L1, but present in the L2 and L3, generally acquire them faster than learners who have no intervening languages (Leung, 2005). However most of the features observed in the current study are not present in the L1 or the L2, thus a

tentative proposal is offered that learning any second language is beneficial when acquiring a third, perhaps making learners more sensitive to certain parameter settings.

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Methodological Issues of Grammaticality Judgment Tasks

Gisela Jia, Doris Aaronson, Dusty Young, Jennfier Chen, Zoya Popivker

Grammaticality tasks are used extensively to study bilingual morphosyntactic proficiency. However, in many studies, properties of the sentence stimuli (e.g., sentence length, and error positions) were not controlled, or unequal number of grammatical and ungrammatical sentences were used, or the listening rather than the reading modality was used. As performance on these tasks is used to infer about the morphosyntactic abilities of bilinguals, it is important to understand how these variables influence the percentage correct scores, and how such influence vary among different bilingual groups. The current study was designed to obtain such information.

Participants: Three groups of native speakers of Russian, Mandarin and Spanish. All were young adults who learned English as their second language after immigration to the US.

Measures and procedures: Participants received one listening and one reading grammaticality judgment task in English. Each task consisted of 96 sentences, testing 8 English morphosyntactic structures: Past Progressive, Past Tense, Plurals, 3rd Person Present, Article and WH-questions. Half of the sentences were grammatical and the other half not. All sentences were eight-word long. For the ungrammatical sentences, the errors occurred at each possible serial position of a sentence. Participants either listened to, or read the sentences on the computer screen with no time limit.

Results: (1) Modality. In general, researchers tend to predict that educated bilingual adults' L2 morphosyntactic problems are exacerbated during speech processing. This would predict that bilingual have more problems detecting

grammatical errors in auditory than written stimuli. The results indicated that the differential performance on the two modalities depended on the bilingual group. Native Russian and Spanish speakers did not show a significant difference in percentage correct between the two modalities. However, Mandarin speakers scored significantly higher on the reading than the listening task. (2) Correctness. For all three groups, performance was significantly better on the grammatical than ungrammatical sentences. The gap was larger for the listening than the reading task. (3) Serial Position. For the listening task, performance was better on sentences with errors occurring toward the end of the sentence than when they were positioned earlier, suggesting the role of auditory memory in performance on a listening grammaticality judgment task.

Conclusions: These findings suggest that researchers using grammaticality judgment tasks with adult bilingual populations need to take into these factors into account. We further offer suggestions as to how to achieve this goal based on the specific research questions of a study. The findings are also compared to those of a group of monolingual speakers (n=28) to reveal what type of manipulations of sentence stimuli would best distinguish the proficiency profile of monolinguals and bilinguals.

Language Policy, Education, and Ideology: What No Bilingual Education Means to Immigrant Students in the United States

Eric J. Johnson

Faced with the reality of a growing Latino/a population in American schools, federal and state education agencies have recently made significant political moves in an attempt to take command of the current situation. While the sheer number of Latino/a immigrants and other Spanish-speaking students in the US public school system should be seen as an opportunity for broadening other students' worldviews by offering them a true multicultural education, the present political environment has undermined the efforts of bilingual and multicultural education advocates. This discussion focuses on the results of federal and state policies toward Spanish-speaking children as they are realized through the personal experiences of immigrant students in the United States. Specifically, this presentation stems from an ongoing ethnographic project aimed at capturing the lived reality of minority and language-minority students in an urban school district comprising four K-8 schools in Phoenix, Arizona (located in the US Southwest). Aside from suffering the consequences produced by heavy-handed federal and state education policies, language-minority students in this school district must also deal with the challenge of negotiating everyday life within an area that is fraught with poverty and other social inequities. In this study, a systematic analysis of how standardized test

scores are related to a lack of cultural/language resources is bolstered by multiple first person accounts of the students and educators most affected by the current educational policies. This project focuses on a group of ten students from four different schools over two school years. All of the students have recorded their thoughts about school, language, and life in general through the use of personal journals. Additionally, numerous interviews were conducted with the students, their families, and teachers. The concerns voiced by all of the consultants emphasize the need for a more equitable approach to minority and language-minority education. Aside from the explicit educational themes that surface, the accounts given by the students reflect an ingrained understanding of their subordinated social status as immigrants and/or Spanish speakers. Furthermore, the results of this study highlight some of the principal underlying social and educational factors that often determine academic (under)achievement and derail minority students' chances of graduating. Not only does this type of ethnographic approach offer a rich portrait of the students operating within such a confined socio-educational system, it simultaneously demonstrates the importance of their relationships and ways in which they express themselves emotionally. Moreover, this research suggests that widespread academic underachievement might be avoided if the alternative forms of knowledge and skills demonstrated by the students could only be tapped into with greater success and/or frequency.

The Role of Language-Learning Experience in Foreign Vocabulary Acquisition

Margarita Kaushanskaya & Viorica Marian

Prior research indicates that bilinguals may be better at foreign-language learning than monolinguals (e.g., De Groot & Keijzer, 2000; Papagno & Vallar, 1995; Van Hell & Mahn, 1997). However, it is unclear whether bilingualism in general improves subsequent foreign language learning, or whether this bilingual advantage is dependent on specific linguistic experience. To examine whether different language-learning histories result in distinct "bilingual advantages", the current research compared foreign-word learning across three groups: English monolinguals, English-Spanish bilinguals, and English-Mandarin bilinguals.

Participants learned artificially-constructed foreign words and their English translations via Paired-Associated Learning. To simulate learning of Romance foreign languages, foreign words were constructed to match English in orthography, but mismatch English in phonology. Participants learned half of the words via both listening and reading (auditory-and-visual condition), and half of the words via listening only (auditory-only condition).

English monolinguals were more accurate at retrieving foreign words learned in the auditory-only condition than in the auditory-and-visual condition. Poor performance in the auditory-and-visual condition observed for monolinguals is likely due to the mismatch between auditory input (which mapped onto non-English phonology) and written input (which mapped onto English phonology). Simultaneous processing of two conflicting phonological forms may have weakened learning.

English-Spanish bilinguals were more accurate than monolinguals at retrieving foreign words learned in the auditory-and-visual condition. However, the two groups performed similarly on foreign words learned in the auditory-only condition. Superior learning in the auditory-and-visual condition observed for English-Spanish bilinguals is likely due to experience with a language that mismatches English in phonology, but matches it in orthography. These findings suggest that learning Spanish yielded a specific language-learning advantage for input that involves overt cross-linguistic mismatch in letter-to-phoneme mappings.

English-Mandarin bilinguals were more accurate than monolinguals for foreign words learned both in the auditory-only and the auditory-and-visual conditions. These findings suggest that learning Mandarin yielded a general language-learning advantage. This broad bilingual advantage may be ascribed to acquisition of a complex Chinese writing system, which may have trained word-learning mechanisms to function more efficiently during learning tasks. Together, these findings suggest that language-learning experience can modify subsequent foreign language acquisition. Moreover, it appears that a particular language-learning experience influences subsequent language-learning in specific and consistent ways.

Understanding L2 speech: Building a lexical profile of intelligibility

Sara Kennedy, Pavel Trofimovich, & Randall Halter

While speaking a second language (L2) without a non-native accent is no longer considered a primary goal of language learning, speaking intelligibly certainly is. Typically defined as the degree to which L2 speech is understood, intelligibility has been studied on a continuum ranging from fine-grained phonetic coding to broad contextual analysis. Findings of this research have revealed, for example, that the intelligibility of L2 speech, at least in part, is determined by both speaker/listener factors (e.g., linguistic background, amount of experience) and contextual variables (e.g., extent of contextual support). What remains to be seen, however, is whether the effect of these factors on the intelligibility of L2 speech is mediated by the various properties of bilinguals' L2 lexicon, to date largely unexplored. Such properties include word frequency, word class, and word phonotactic probability (frequency of

word-internal segment sequences). The goal of this study, therefore, was to determine whether these three lexical properties influence the intelligibility of L2 speech for different types of listeners (bilinguals vs. monolinguals) hearing sentences that vary in degree of contextual support (semantically meaningful vs. anomalous).

The analyzed corpus of non-native speech comprised 48 English sentences, half semantically meaningful (Pretty Jane throws a pink ball) and half semantically anomalous (Meaty Tim holds a super zero), recorded by 6 native Mandarin speakers of English. These sentences (288 in total) were subsequently heard and transcribed by two listener groups: 16 English monolinguals who had little experience with non-native speech and 16 late bilinguals (non-dominant in English) who had extensive experience with non-native speech. The transcripts were first analyzed globally by comparing the ratio of words correctly transcribed over the total number of words heard, separately for each listener group and each sentence type. A lexical profile of all incorrectly transcribed words was then derived by coding each word for its spoken frequency (British National Corpus), its word class, and its total phonotactic probability (Vitevitch & Luce, 2004).

Results revealed that semantically meaningful sentences were overall more intelligible than semantically anomalous ones and that non-native speech was more intelligible for monolingual than for bilingual listeners. When the lexical profile of unintelligible words was taken into account, bilingual listeners appeared to be the ones most affected by the lexical status of words, misperceiving words of low frequency and low phonotactic probability, particularly in semantically anomalous sentences. Taken together, these findings highlight the importance of lexical variables in determining intelligibility and point to their complex interaction with listener- and context-related factors in the assessment of (and ultimately, the pedagogical approaches towards) intelligibility.

Acts of transliteration: bridging scripts for learning in London schools

Charmian Kenner, Mahera Ruby, Eve Gregory, Salman Al-Azami

This paper will examine how children and teachers in two London primary schools developed transliteration as a new linguistic practice to support bilingual learning. The children, aged between 7-11, were from second or third generation British Bangladeshi families, speaking Sylheti (which now has no written form) as a mother tongue, and were often unfamiliar with Standard Bengali script. None of their teachers spoke Sylheti or Bengali. Learning in primary school was conducted entirely in English, though some of the children attended community-run Bengali classes after school. As part of an action research project with Goldsmiths College London (ESRC grant R000221528),

children and teachers began to explore whether the use of Sylheti and Bengali as well as English in mainstream school could aid learning in literacy and numeracy. During this process, transliteration became a resource in the following ways:

- Enabling children to read and understand texts written in Bengali
- Enabling teachers and children to engage with translation and interpretation of Bengali texts
- Giving children an opportunity to act as writers in both Sylheti and Bengali
- Fostering communication with parents to support learning

Children were found to have phonological competence in creating rules for transliteration, finding ways to represent sounds from Sylheti or Bengali in Roman script. Through transliteration, they could move intralingually in their thinking between Sylheti and Standard Bengali, as well as interlingually to English.

The paper will discuss how these findings contribute to theories of bilingual learning with regard to issues of conceptual transfer, metalinguistic awareness, and learner identities. We will also address potential concerns as to whether transliteration could 'dilute' the learning of Bengali script.

The distribution of verbal morphology in L2 child narrations

Kristin Kersten, Andreas Rohde

Research on learner language has discussed a distributional bias in the emergence of verbal inflections depending on the lexical aspect of the predicate on the one hand, and on discourse structures on the other. Within the framework of the Aspect Hypothesis (AH), the distribution of verbal inflections has been shown to be strongly influenced by the Aktionsart/lexical aspect of the predicate. In part however, these findings are contradicted by an assumption of the rival Discourse Hypothesis (DH) which claims that verbal inflections are distributed according to the discourse patterns of foregrounding and backgrounding in a story-line. Recent publications have tried to combine predictions of both frameworks in order account for the inflectional bias observed in SLA. This presentation picks up on these findings in analyzing the interrelation of verbal aspect and discourse structures in early L2 child narrations. Theoretical questions concerning the analysis of lexical aspect are discussed, as well as methodological issues of data coding.

Are bilinguals truly creative? New findings on bilinguals' creative cognition in the Middle Eastern culture

Anatoliy Kharkhurin

This project explores the hypothesis that bilingualism encourages divergent thinking and cognitive flexibility, which together facilitate creative thought.

The study is part of a larger research program designed to examine the factors in bilingual development that contribute to potential advantages in cognitive and creative abilities.

A previous study conducted with Russian-English bilinguals living in the US, revealed that three factors in bilingual developmental (linguistic proficiency, age of second language acquisition, and the rate of exposure to the new cultural environment) significantly contribute to their greater ability to activate multiple unrelated concepts from different categories simultaneously. However, bilingualism was found to have no significant contribution to originality in thinking.

That study was replicated with Farsi-English bilinguals providing more control of the participants' performance. Thirty-six Farsi-English bilingual college students living in the UAE were compared with 38 monolingual Farsi native speakers living in Iran. Self-report questionnaires were used to assess participants' cultural and linguistic background. Language proficiency was assessed using a modified version of the Picture Naming Task, in which participants' knowledge of English and Farsi was evaluated by scoring the number of correct responses to the pictures presented. Divergent thinking abilities were assessed with the Abbreviated Torrance Test for Adults (ATTA), which measures verbal and non-verbal fluency, flexibility, elaboration, and originality. Finally, IQ was measured by the Cattell culture fair intelligence test.

An ANCOVA showed that when the effect of the IQ was partialled out, bilinguals significantly outperformed their monolingual counterparts on the ATTA measure of originality ($F(1,71)=5.51, p < .05$). This finding contradicts the previous conclusion that bilingualism does not directly contribute to creativity, but may only lay the foundation for basic cognitive processing. However, a multiple regression analysis revealed that none of the proposed three factors in bilinguals' development can explain their superiority on the originality trait. At the same time, similar to the previous study, these factors were found to influence fluency and flexibility in thinking.

The results are discussed in terms of whether bilingualism has a direct effect on creative thinking and the consistency of the divergent thinking performance differences of various types of bilinguals. The latter confirms the prediction of the previous study that cross-linguistic and cross-cultural factors in bilingual development may facilitate the spreading activation, which consequently may encourage divergent thinking. The following discussion presents the model of cross-language transfer in bilingual memory, which may cause a larger spreading activation span that engages more unrelated concepts from different categories in the simultaneous processing.

L2 perception of stress - a cross-linguistic study.

Anna Kijak

There have been very few systematic studies in L2 acquisition of wordstress, including L2 perception of stress. However, this research area has recently risen a lot of interest both in phonology (Guion, Clark, Harada & Wayland, 2003; Altmann & Vogel, 2002 (A&V); Altman, 2006) and in psycholinguistics (Peperkamp & Dupoux, 2002 (P&D)). This paper presents the results of a cross-linguistics study on L2 perception of stress by native speakers of a variety of languages and language types. The L2 is Polish, the first L2 other than English tested in this area. The study investigates the possible influence of factors such as word length and syllable structure on L2 perception of stress, and whether the phonological and psycholinguistic frameworks proposed for stress perception account for the L2 data obtained.

Recent psycholinguistic research (P&D) has presented a typological framework for stress perception proposing 'stress deafness' in individuals whose L1 has a surface transparent wordstress. Stress is not stored in their lexicon which causes difficulties in perceiving stress, an effect predicted to persevere in L2 acquisition. For speakers with irregular L1 stress exactly the opposite holds. No predictions are made about speakers of non-stress L1s.

A phonological framework of A&V suggests that the more phonological stress parameters are set to non-default in L1, the more interference they cause in L2 perception of stress. Conversely, native speakers of non-stress L1s should have no problems with L2 perception as no stress parameters are set in their L1.

In the current study native speakers of different language types were tested: stress vs. non-stress, left- vs. rightedge wordstress, phonological vs. lexical, and surface-regular vs. -irregular stress. These were 131 participants including: Russians, English, Germans, French, Spanish & Italians, Czechs, Chinese & Polish controls. These were all adult L2 learners of Polish (pre-final stress) residing in Poland. The stimuli (pre-recorded by a Polish native speaker and a trained linguist) were nonce but phonotactically possible Polish words controlled for length, morphological build-up, syllable structure, and the position of stress. The experimental task was identification.

In relation to the research questions, the preliminary results show the following. Native speakers of languages with irregular stress are better (but not always!) at stress perception than those with regular stress, as in French. However, Czechs, whose L1 is also regular, performed best out of all. This runs against the predictions of both perception models. Chinese speakers performed poorest which disagrees with the predictions of the A&V model. Thus, neither stress perception model fully accounts for the current L2 data. This contribution intends to discuss the implications of these findings and

possible solutions, as well as possible roles of word length, morphological build-up, syllable structure and the position of stress.

Do I look more Asian or more White?: Language, Ethnicity, and Identity Shift among Bilinguals

Akira Kondo

In many societies in the world today where two or more languages are incessantly in contact, it is no longer uncommon to hear bilinguals mixing two languages in a single sentence no matter how syntactically, morphologically, and phonologically different when speaking to different people under given circumstances. Taking into account that language has a dynamic relationship with the target culture, this study presupposes that code-switching is a societal phenomenon.

By using the methodology of narrative analysis based on the interview data, this study attempts to better understand two Japanese/English bilinguals' code-switching practices and their ethnic identity. Nana, a 17-year-old Japanese citizen, came to the United States when she was 6 years old. Hannah, a 19-year-old Japanese and U.S. dual citizen girl, came to the United States when she was 15 years old after finishing middle school in Japan.

Nana was born to Japanese parents, both of whom speak to her in Japanese only at home while Hannah was born to a Japanese mother (Asian) and a U.S. American father (Caucasian) in the United States but educated entirely in Japanese public schools in Japan.

In this study, I have mainly focused on two areas 1) language maintenance and language shift of bilinguals, and 2) code-switching and ethnicity. Ethnicity here refers to more generic, universal, and discursive categorization of ethnicity, under which each one of us is supposed to fall such as Nana's 100% "Asian-ness" and Hannah's "Asian & White mixed-ness" (but looks more White than Asian).

In analyzing the interview data, I have carefully examined the relationship between language and ethnicity to show how Nana's Asian-ness and Hannah's half-Asian half-White feature serve as visual cues to the public domain. Furthermore, by comparing Nana and Hannah's narratives, I have examined how closely language and ethnicity are intertwined when bilinguals select their preferred language as well as the language they are spoken to by their interlocutors.

Findings from the interview data show that languages Nana and Hannah's interlocutors choose to speak to Nana and Hannah respectively are strongly influenced by Nana and Hannah's visually available ethnicity cues rather than Nana and Hannah's fluency in respective languages. This result closely matches to what Fishman (1965) calls "physiological, sociological criteria"

(age, sex, race, religion, etc) when expecting who speaks what language to whom and when. This result indicates that the hegemonic role that ethnicity play persistently exists. This phenomenon remains not only rampant in an ethnically homogeneous country like Japan but also in a multinational, multiethnic country like the United States and elsewhere.

Processing of relative clauses in L2-German/English of L1-speakers of Turkish

Wolf König

The hypothesis of shallow structures in adult L2-learners' language processing (Clahsen/Felser 2006 in AP 27; 3-42) seems to be interdependent with the strategy of L2-learners to process with low costs and to avoid memory load.

According to the discussion in Fernandes 2006 (AP; 49-54) a sentence like *the dean saw the secretary of the professor who was writing a letter* would be processed by minimal attachment and interpreted in the version with the professor as the writer of the letter, even if knowledge about the world would suggest that writing of letters is a task of secretaries. A further argument was the hypothesis of an influence of L1: Learners of English with German as L1 would be more inclined to interpret in the version with the secretary as the writer of the letter.

With respect to the influence of L1 it is very interesting to research L2/L3-processings performed by native speakers of Turkish. Being a language with a rich morphology Turkish allows a diversity of dislocations with the result of complicated and deep government and binding structures. At the other side, Turkish participle phrases that correspond to English/German relative clauses are strictly adjacent to the matrix noun, and head final. Therefore Turkish L2-learners of German avoid extraposition of relative clauses and process *der Dekan hat den Brief, den die Sekretaerin schrieb, gelesen* instead of *der Dekan hat den Brief gelesen, den die Sekretaerin schrieb*. Obviously for native speakers of Turkish, V2-dislocation causes less derivational costs than the processing of agreement between a relative pronoun and its matrix noun.

Participle clauses being strictly adjacent in Turkish, there cannot be ambiguous sentences with respect to relative attachment: If the professor is the writer of the letter, the Turkish sentence is *dekan mektup yazan profesörün sekreterini gördü*; otherwise, with the secretary as the writer of the letter, the sentence is *dekan profesörün mektup yazan sekreterini gördü*. When interpreting the latter sentence, Turkish L2-learners of German show difficulties: *der Dekan sah die Sekretaerin, die einen Brief schrieb, des Professors*.

The data have been collected from Turkish university students who know English and German at least at an upper intermediate level. Nevertheless, with

respect to the processing of relative clauses there seems to be an influence of L1, in contrast to the processing of, for example, word order, where influences between L2 and L3 are observable.

Codeswitching in the lab: Using the confederate-scripting technique to test the equivalence constraint

Gerrit J. Kootstra, Janet G. van Hell, and Ton Dijkstra

Codeswitching is the alternating use of two or more languages within and between utterances. According to the equivalence constraint (cf., Poplack, 1980), codeswitching tends to take place in cases of a parallel word order between the languages involved. Although the equivalence constraint has been studied quite extensively using recordings of spontaneous speech, few experimental studies tested this hypothesis.

Inspired by studies of syntactic priming (e.g., Branigan, Pickering, & Cleland, 2000), we used a confederate-scripting technique to elicit codeswitches in Dutch-English bilinguals. In this technique, two participants face each other and describe pictures on a turn-by-turn basis. One of the participants is a confederate of the experimenter, and is scripted to produce utterances that vary in terms of lexical and syntactic characteristics. In our study, the confederate's utterances consisted of codeswitches in sentences with the same or a different word order in Dutch and English. While in English the word order is always SVO (Subject-Verb-Object), Dutch has SVO, SOV and VSO word orders, depending on the sentential context. The word order manipulations were constructed by Dutch lead-in sentences framing an SVO, VSO, or SOV word order. After the lead-in sentence, the confederate switched to English (using an SVO, VSO, or SOV word order) at specific locations (directly after the lead-in sentence or within the clause after the lead-in the sentence). The confederate's behaviour, together with colour codings that provided a cue to switch to English or not, were means to elicit codeswitching in the real participants. The equivalence constraint, then, was studied by analysing the type and location of the participants' codeswitches in the different word order conditions.

It appeared that when participants made a codeswitch, they predominantly used SVO word order. Even when the Dutch lead-in sentence framed a VSO or SOV word order, the participants used (and thus changed into) a SVO word order in 60% of the cases when switching to English. These switches were mostly made before a clause rather than within a clause. Still, the location of the participants' switches was also significantly affected by the location of the confederate's switches. Thus, the syntactic structure of the majority of the participants' codeswitches were conform the equivalence constraint, but their codeswitching behaviour was also influenced by the confederate's utterances.

Implications for theories on codeswitching will be discussed, as well as the viability of using the confederate-scripting technique in experimentally-controlled studies on bilingual language production.

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Sentential processing of verb-argument and word order in late proficient L2 learners

Sonja A. Kotz and Kerrie E. Elston-Güttler

Psycholinguistic theory proposes that L1 and L2 lexica are connected at various processing levels (e.g., Kroll & Stewart, 1994). Related research has primarily looked at the relation of nouns (e.g. Kotz & Elston-Güttler, 2004), but to a lesser extent at the processing of verb information (e.g., Hahne & Friederici, 2001; Rossi, Gugler, Friederici, & Hahne, 2006). So far there is very little online evidence on if and how L1 verb information influences online L2 sentence processing (see Mac Whinney, Bates, & Kigell, 1984) and the influence of L2 proficiency (Kilborn, 1987). We addressed these questions testing word order and verb argument structure in highly proficient L2 speakers of English (L1 German) in comparison to monolingual speakers of English in a visual event-related brain potential paradigm. As thematic role assignment in English is regulated by word order rather than case marking (i.e. German), verb argument structure and word order are of interest in the current investigation. Previous monolingual evidence showed a P600 to word order violations in English (Ainsworth-Darnell, Shulman, & Boland, 1998) and a N400/P600 pattern to verb argument violations in German (Friederici & Frisch, 2001). The crucial question is whether Germans, who have free word order in L1, will show a N400/P600 pattern or an N400-like negativity that may reflect thematic re-analysis of verb-argument structure in English (L2). If highly proficient L2 speakers do not rely on L1 processing strategies they should show a comparable ERP pattern to monolingual speakers. Participants read English sentences of the following kind:

- (1) Correct: The man mailed an ill woman a beautiful present and smiled.
- (2) Word order violation: *The man mailed a beautiful present an ill woman and smiled.
- (3) Verb argument violation: *The man visited an ill woman a beautiful flower and smiled.

(4) Filler sentences: The man mailed a beautiful present to an ill woman and smiled.

The results confirm the predictions. Word order violations (2) elicited a P600, while verb argument structure violations (3) elicited an N400-like negativity in both L1 and L2 speakers. However, the distribution of both components varied as a function of native language. Furthermore, behavioural data indicate that highly proficient L2 speakers on average score 10% lower (monolinguals: above 90%), bilinguals; above 80%) and are about 100 ms slower (monolinguals: 690 ms; bilinguals: 780 ms) in the grammaticality task for all critical sentences. The data suggest that that highly proficient L2 speakers show a comparable ERP pattern to monolingual speakers of English in response to verb information. However, the distribution of the ERP effects is more widespread and the behavioural response differs in a quantitative manner in the L2 speakers. This implies that highly proficient L2 speakers rely on additional cognitive resources during L2 sentence processing.

Bilingualism at tertiary level education in Cameroon: the case of the University of Yaounde II (Soa)

Jean-Paul KOUEGA

When francophone and anglophone Cameroon united in 1961, the new state adopted French and English as its joint official languages, and the country's first government pledged to promote bilingualism in the whole nation. Since then, French and English have been used in all aspects of public life, including education. Throughout primary and secondary education, pupils in French-medium schools are taught English as a subject and those in English-medium schools are taught French as a subject. It has been the expectation of government that, by the time these pupils reach tertiary education, they would have acquired enough language skills to be able to follow lectures in either official language.

A sociolinguistic investigation into the use of language at this level of education in the country shows that French and English are used in all six State universities. Self-reports, interviews and participant observation show that eighty to one hundred per cent of courses are taught in French and the remainder in English. For each course, examinations are set in the language in which it is taught, students write them in the language of their choice, and the scripts are graded by the lecturers who teach it. Students who fail tend to blame their failure on their lecturers' poor linguistic performance. Anglophone students, who usually write in English, feel that their "officially monolingual" francophone lecturers cannot follow with ease the argumentation they make in their scripts.

The present researcher recommends that bilingual lecture notes be made available to both teachers and students, that old teachers be drilled on bilingual teaching and that bilingual proficiency be a determining criterion in future teacher recruitment interviews.

Turkish-German Successive Bilingual Children: Age of Onset and the Development of German V2

Solveig Kroffke, Monika Rothweiler, Ezel Babur

With respect to the acquisition of the V2 phenomenon in German, it has been claimed that adult L2 (aL2) and child L1 differ from each other. Considering subject-verb-agreement (SVA) and V2, child language learners of German show less variation in their developmental patterns compared to aL2 learners. Furthermore, the acquisition of German SVA and V2 seem to interact in L1, whereas such developmental interdependencies cannot be found in aL2 acquisition. (Clahsen & Muysken 1986, Meisel 1997). Considering German language acquisition of successive bilinguals, i.e. children acquiring German as an early second language at a preschool and school age, the question still remains unsolved as to whether their development of the V2 phenomenon resembles that of L1 or L2. Some aspects relating to this question have recently been discussed for Germanic languages such as Dutch and English, however leading to contradictory findings. For Example, Haznedar (2003) investigates the acquisition of English as an early second language by a Turkish boy. She observes various similarities to aL2. On the contrary, Rothweiler (2006) claims that the developmental pattern with respect to V2 and finiteness in the successive acquisition of German by Turkish children resembles that found in L1. The same holds for the English-German successive bilingual child in Prévost (2003).

We are going to present longitudinal data from two Turkish children acquiring German as an early second language. The children differ with respect to the age of onset (AO) (3 years of age vs. 6 years of age). We show that an early vs. late AO leads to qualitatively different developmental patterns in successive-bilingual children. The younger children show L1-developmental patterns (e.g. interaction of SVA and generalised V2). The language profiles of children with AO 6 pattern with aL2, as can be seen from V3-patterns and infinitives in V2 [1-2]:

- [1] und dann das kleine kuchen macht er das. (Ne13)
and then the small cake makes he that.
- [2] dann können der froschmutter net alle kinder schaffen (Ne18)
then can-INF the frogmother not all children manage.

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To fill or not to fill: early personal pronouns in French, Spanish and German

Imme Kuchenbrandt, Claudia Stöber

The aim of this study is a cross-linguistic comparison of personal pronoun acquisition. The three languages under consideration differ with respect to several syntactic, morphological and prosodic properties, including different types of pronominal subject / object realizations and inherent pronominals, richness of verbal inflection and pronominal inventories, as well as syllable structures and the position of prosodic heads. All these factors may contribute to an earlier or rather later acquisition of the target pronoun forms.

Although there exists a considerable number of studies on pronoun acquisition (Schmitz & Müller 2005, Tsimpli 2003, Paradis & Genesee 1997, a.o.), phonological factors have generally been excluded from consideration. Our study fills this gap by paralleling previous studies on filler syllables and function word acquisition (Demuth & Fee 1995, Lleó 2003, Peters & Menn 1993, a.o.). We therefore include attempted pronoun realizations which are neither omissions nor adult-like sounding pronouns. They should surface as soon as the child tries to realize a pronoun, but is not yet able to master all of the phonological and syntactic requirements for the adult-like forms.

Our data stem from spontaneous speech productions of French-German and Spanish-German bilinguals and their respective monolingual peers. The age span under consideration covers the beginning of the two-word stage and the following months. At this age, children start to acquire verbal inflection and to use definite and indefinite article forms in a systematic way. As regards prosody, the produced structures become more complex, allowing for the integration of functional morphemes.

According to our expectations, more object fillers and pronouns should be found in French and Spanish than in German, which should be attributed to the prosodic differences between Romance and Germanic, but more subject fillers and pronouns should appear in French and German than in Spanish due to different licensing mechanisms of null subjects. Furthermore, we do not expect fillers or pronouns to surface in positions where they are not required, e.g. as object of an intransitive verb or as subject of a non-finite verb.

In order to test our hypotheses, each utterance containing a verb has been coded for verb type, verbal morphology and the target prosodic structure of the verb. Subject and object positions have been coded for their manner of realization.

Our first results point to the expected direction. Especially in monolingual French and Spanish, we find DP subjects and objects as well as first clitic forms and some more fillers. The latter tend to appear with inherently pronominal verbs, where a clitic pronoun should surface, but a DP realization is disallowed. Furthermore, fillers appear where we expect functional elements, but they do not show a random distribution. Finally, the phonological development of the children correlates with the rate of filler / clitic pronoun production.

The interplay between grammars in code-switching: Morphological integration of Norwegian nouns

Pia Lane

One of the questions addressed in code-switching research is the degree of activation of the languages involved in the switching. Myers-Scotton (2002) has pointed out that often one of the languages provides the morpho-syntactic frame into which elements from the other language are inserted. However, the Embedded Language (EL) can also provide some grammatical elements. Some grammatical morphemes are seen as conceptually activated and therefore accessed with the noun. According to Myers-Scotton's model this accounts for instances of for example double plural marking. She also suggests that EL nouns can be accessed with information about gender as this is seen as conceptually activated.

This paper addresses the interplay of grammars in code-switching by analysing Norwegian-Kven code-switching. The data come from recording of spontaneous speech, and the participants all are fluent Kven speakers. Kven is an agglutinating language, spoken in Northern Norway by people of Finnish descent. In code-switching with a Finnic language as the base language, a Finnic vowel gets added to the stem of code-switched nouns. In my data masculine and neuter nouns follow this pattern, whereas Norwegian nouns get are used with the Norwegian feminine affix, the vowel -a. They also receive

appropriate Kven case-marking, as in the example below where the Norwegian noun *kappe* ‘fringe’ is used in the feminine form *kappa*.

tääl on **kappa**

here is fringe- **FEM.DEF**

‘here is fringe’

The phonological form of these feminine nouns corresponds to a large class of Kven nouns which are disyllabic and end in the vowel -a, for example *koira* ‘dog’.

These data show that the Norwegian feminine nouns do not get accessed as stems, but as full forms. Thus, aspects of the Norwegian grammar are activated. These findings have implications for code-switching theories. They support Myers-Scotton’s model to some extent as this model predicts that gender can be accessed with the EL noun. However, the Norwegian nouns are accessed in their definite form, and definiteness is not conceptually activated (Myers-Scotton 2002). The data also challenge the model developed by Poplack (Poplack and Meechan 1998). The feminine nouns carry Norwegian morphological information, and therefore they cannot be analysed as nonce loans, but have to be code-switches. Further, they violate the Free Morpheme Constraint because the Norwegian feminine nouns receive Kven case affixes. Thus, the Free Morpheme Constraint is violated as there is word-internal switching between two bound morphemes. The Equivalence constraint is also frequently violated because switching takes place where the word order of Norwegian and Kven do not overlap.

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Language brokering in the classroom: Expert identities in a community of practice

Juliet Nelly Adriana Langman, Carmen Cacéda

Recent research employing the community of practice approach (Lave and Wenger, 1991; Wenger, 1998) to understanding classroom communities examines how identity and learning intersect to lead learners either to the center of practice or to the periphery or the margins. In the case of English language learners (ELLs) in mainstream classrooms, much of this research focuses on the ways in which ELLs practices are marginal or peripheral to school activities, and indeed are often invisible in school discourse. One aspect of this work focuses on bilinguals as language brokers who support less

proficient peers to greater participation in the classroom (McQuillan & Tse, 1995; Tse, 1995; Buriel et al. 1998; Valdés, 2003; Iddings, 2004; Weisskirch, 2005;). This research reveals how language brokers are often inexpert at conveying academic content through academic literacy (Bayley, Hansen-Thomas & Langman, 2005).

In this paper, we extend the discussion of language brokering within a CoffP framework to examine cultural brokering of recent immigrants with little proficiency in the language of instruction. In particular, we examine brokering practices in the first language (Spanish) specifically to uncover the ‘hidden’ knowledge recent immigrants share about ‘how to do school.’ In so doing, we can expand the analysis of ELLs participation to a range of intersecting identities, expert, peripheral and marginal, within the classroom.

This study draws on a corpus of classroom interaction gathered over the course of one year in a mainstream seventh grade science classroom in a language Southwestern US city. Students in the class were almost all Latinos, and was composed of approximately equal numbers of monolingual Spanish recent immigrants, monolingual English and bilingual students. The focus of this paper is on the ways in which Manuel, a seventh grade student who has been in US schools for less than one year, and whose English is at a beginning level, takes on the role of expert by guiding a newcomer, Alfonso, to life in the United States. Through an analysis of in-class conversations between Manuel and Alfonso in Spanish, from the first day that Alfonso arrives in school in November, through February, we uncover Manuel’s knowledge about life in the US, ranging from classroom patterns, school schedules, peers’ language and cultural identities, extra curricular activities, as well as social issues outside the school such as immigration.

Central to this analysis is the presentation of Manuel’s multiple participation roles. We show how Manuel is simultaneously practicing two discourses and two identities, that of peripheral school science student, and that of expert on ways of understanding the American experience both in and outside of school. Moreover, we show how he negotiates his identities differently over the course of the year, as he gains more proficiency in English, as well as more status for his knowledge of Spanish.

Foreign language early teaching versus content-teaching: Some evidence from the Basque Country

David Lasagabaster

As is the case in most western countries with a minority language, education has been the main force when attempting to boost the Basque reverse language shift. As a result of this the Basque educational system has undergone an enormous change in the last two decades, a change or evolution that is clearly

depicted in the ever increasing enrolment figures of the bilingual linguistic models.

Similarly, the early teaching of the foreign language has become an all too real issue. As a matter of fact, the age at which Basque students start learning English (the predominant first foreign language) has been gradually lowered, and since the 2000-2001 school year it has been taught to children as young as four. This is an attempt on the part of the Basque Government to respond to social pressure in this direction, as Basque society supports and demands constant improvement in the teaching of this international language, and this early teaching is widely believed to be the correct way forward, despite the lack of research which clearly bears out this belief in formal contexts. Therefore, all pupils have contact with three languages (Basque, Spanish and English) from a very early age, irrespective of their linguistic background, as the Basque educational system attaches growing importance to trilingualism and multilingual education.

However, some voices consider that this early introduction of the foreign language has raised doubts about how effective it really is and how harmful it can be when it comes to the Basque language.

The early teaching of the foreign language becomes thus a matter of controversy and some authors defend that it would be more reasonable to use English to teach content at a later stage. In fact, results from immersion programs implemented in many different parts of the world demonstrate that the traditional teaching of the L2 does not bear the expected fruits, whereas the use of the L2 (or L3) as a means of instruction, that is to say, when the language is used to teach school subjects and not just as a language subject, the results are much more positive and encouraging. Thus it can be concluded that the early teaching of English is not a panacea for all the deficiencies that exist.

Nevertheless, and according to the data available, it can be affirmed that the early teaching does not negatively affect the development of the other two languages present in the curriculum in bilingual contexts such as the Basque Country, nor the students' attitudes towards the minority language, but this should not lead us to the automatic exclusion of other courses of action. If the aim is to foster trilingualism, then more important than its early introduction may be the use of the foreign language as a vehicle language.

This paper will thus present the results obtained in different studies undertaken in the Basque Country in order to shed some light on the early teaching versus content-teaching controversy when it comes to the foreign language as L3.

Validating self-reported code-switching through breaching: A study of code-switching motivations in Hong Kong and Taiwan

David C.S. Li

This paper reports motivations of code-switching (CS) in a replication experimental study. In sociolinguistic research, except for language attitude surveys, participants' own views on or intentions behind specific language behavior tend to be dismissed as unreliable and ignored, and are therefore generally excluded from data analysis.

There are two main explanatory frameworks of CS motivation at present: the Markedness Model and the discourse-analytic approach. Both acknowledge the possibility of CS being due to (a) lexical gap or semantic incongruence, and (b) topic, but this has not been triangulated by code-switchers' own accounts owing to a long-standing mistrust of self-report data. The findings in this study, however, show that self-report data can be very instructive for investigating CS motivations. The crucial question is how to tap into code-switcher's awareness of language choice without the known flaws observed in previous studies. The key to obtaining quality self-report data is awareness-raising **before** the data collection process.

In this comparative study, a multi-methods design proved very productive and enlightening: the 'breaching' technique in ethnomethodology (also known as 'revelation through disruption'), reflective diary (in Chinese or English), and focus group. Participants were 108 university students in three multilingual, Chinese-dominant cities: two in Taiwan, one in Hong Kong. For one day, participants were asked not to use any language other than the dominant local community language Mandarin (Taiwan, 65) or Cantonese (Hong Kong, 43). The 'rich' experiences reported in the reflective diaries were thematically analyzed and extracted, and used as stimulus material for the focus group. Data were constituted by 108 reflective diaries and 13 two-hour focus groups. A qualitative analysis of the focus group data using MAXqda produced 63 sub-themes clustered around 12 headings. Most participants reported being inconvenienced in their informal communication with others; few could avoid using other languages, resulting in CS. Some of the self-reported CS motivations are widely attested in the literature and are thus triangulated, while others have received relatively little attention to date. The following self-reported code-switching motivations will be briefly discussed:

I. Linguistic motivations

- Semantic and/or stylistic incongruence: problems with lack of translation equivalents
- Field-specific jargon due to the 'medium-of-learning effect'
- The principle of least effort

II. Interactional motivations

- Accommodating to the language choice and/or speaking style of the interlocutor(s)
- Indexing social identity (cf. social motivation)

The paper concludes that Harold Garfinkel's breaching technique has great potential for enriching theoretical deliberations on CS motivations.

(<http://personal.cityu.edu.hk/~endavidl/index3.htm>)

Early and late bilingualism: resumptive pronouns in adult L2 Spanish

Cristina Senn and Juana M. Liceras

In terms of processing strategies, it has been proposed that the grammatical ambiguity of (1) is resolved by the native Spanish parser favouring the high attachment strategy. For instance, in the case of (1) the parser will prefer *los techos* ("the ceilings") instead of *unas casitas* ("some houses"). However, the presence of a resumptive pronoun as in (2) will force the parser to choose the low attachment strategy, unless subjects are not sensitive to the presence of resumptive pronouns clearly marked for gender.

(1) *Pintaron los techos de unas casitas [que [cuando nos fuimos a vivir al campo] estaban remodelando].*

They painted the ceilings of some small houses [that [when we went to live to the country] they were remodeling.

(2) *Pintaron los techos de **unas casitas**_I [que [cuando nos fuimos a vivir al campo] **las**_I estaban remodelando].*

They painted the ceilings of **some small houses**_I [that [when we went to live to the country] they were remodeling **them**_[feminine]].

In this paper, we investigate whether early and late Spanish/English bilinguals are equally sensitive to the disambiguating role of the resumptive pronoun. To achieve this objective, we administered two different experimental tasks to three different groups of subjects: one of simultaneous bilinguals, one of successive bilinguals and a control group of monolingual Spanish speakers. The first experimental task researched into the attachment preferences of the different groups of subjects and the second experimental task consisted of a Conditioned Attachment Strategy Questionnaire where subjects had to choose an antecedent in an ambiguous relative main clause with a resumptive pronoun in the subordinate clause whose gender feature matched with one of the possible antecedents: DP1 in (3) and DP2 in (4).

(3) *María conoce a [la cómplice DP1] d[el ladrón DP2] que algunos vecinos **la** han visto por la zona*

María knows [**the accomplice (fem)** DP1] of [the thief (masc) DP2] that some neighbours have seen **her** in this area

(4) *Marta se enamoró d[el hermano (masc) DP1] de [la chica (fem) DP2] que la oímos cantar en la radio.*

Marta was in love with [the brother_{DP1}] of [the girl_{DP2}] that we listened her singing on the radio.

The results show that the resumptive pronoun plays a role in forcing the choice of strategy but also provides a measure of parsing and/or grammatical competence, since the rates for ‘correct’ choice were 100% in the case of the native speakers, 96% in the case of the subjects who had late contact with English and 80% in the case of the subjects whose contact with English begun when they were very young. The implications of these findings will be discussed in relation to how parsing and grammatical competence may be shaped by language attrition and/or incomplete language acquisition.

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The Analysis of Iambs by Monolingual Spanish, Monolingual German and Bilingual German-Spanish Children

Conxita Lleó & Javier Arias

Iambic-shaped words have traditionally represented a challenge for theories of stress within the generative framework (most significantly, Metrical Stress Theory, as advocated by Hayes 1995). In a language like Spanish, in which

feet tend to be left-headed and binary, the only manner to capture iambic forms is by analyzing them as moraic trochees (as opposed to syllabic trochees). However, such an analysis poses some problems. Firstly, moraic trochees are only allowed in quantity-sensitive languages (e.g. English, Latin), which prevents them from being useful for the analysis of languages like Spanish. Secondly, iambs with a light last syllable (e.g. Spanish *allí*) cannot be handled and must be somehow marked lexically.

In this paper the production of target iambic-shaped words by two monolingual Spanish children, two monolingual German children, and two bilingual German-Spanish children, are presented and compared. The time span comprises ages 1;0-2;6. Our data clearly show that monolingual Spanish and monolingual German children analyze iambic-shaped words very differently. Whereas German iambic-shaped forms are truncated for a relatively long period of time, the Spanish data hardly manifest truncation. We interpret the lack of truncation in Spanish by means of some recent proposals (Altshuler 2006) which count on quantity insensitive iambic feet for the analysis of some languages. For German, the argument can be made that it contains syllabic as well as moraic trochees, and iambic-shaped words can be analyzed as moraic trochees preceded by an unfooted syllable. After being correctly produced, at about age 1;7 a caesura is to be found in the Spanish monolingual data, which leads to a stage where iambic-shaped words are realized as trochees, due to the overgeneralization of the basic (syllabic)-trochee pattern of the Spanish system. This stage is short, as iambs make up an important part of the children's lexicon (in tokens, if not in types). An account of the Spanish data in terms of the quantity-insensitive iamb allows for a unitary approach to all iambic-shapes in the language, disregarding syllable weight. Whereas the German bilingual data do not differ from the German monolingual data, the Spanish bilingual data crucially differ from the monolingual data in two respects: there is a longer truncation stage and in one of the children, Simon, there hardly appears a stage in which iambs are produced as trochees (the other child, Jens, presents some cases of trochaic adaptation). Both facts can be explained by positing a different interpretation of the data by bilinguals, under the influence of German: on the one hand, bilinguals may analyze iambic-shaped words as moraic trochees preceded by an unfooted syllable; this unfooted syllable takes longer to be acquired, and is not prone to receive stress. On the other hand, the fact that the two bilinguals differ from each other can be seen as an effect of the typical variability among bilinguals.

Vowel quality in the Catalan spoken by bilinguals in two districts of Barcelona

Conxita Lleó, Ariadna Benet, Susana Cortés

When two languages are in contact in a bilingual context, it is likely for bilingual speakers to develop some features in their speech that display the influence of one language on the other. In Catalonia, differences in the phonological inventories of Catalan and Spanish, the two languages in contact, is an area where this influence could be found. Research on perception in bilinguals has proven that contrastive phonological Catalan categories are less defined in the case of certain bilinguals (Bosch & Sebastián-Gallés, 2003; Bosch et al., 2000, among others). Bilinguals' production is likely to display this effect, too. Our hypothesis states that bilingual speakers who live in districts with a strong usage of Spanish will display assimilation to Spanish vowels when producing Catalan vowels that do not exist in Spanish (i.e. /ɛ/, /ɔ/ and /ə/). The Catalan spoken in Gràcia – the traditionally Catalan district – and Nou Barris – a district with a strong usage of Spanish – was selected for our data collection. The present study examines the production of children and their parents in each district. The production of the vowels /ɛ/, /ɔ/ and /ə/ by two different age groups was analysed. In each district, Gràcia and Nou Barris, the groups included 10 children (aged 3-5), and 10 adults (aged 32-40), who were either the mother or the father of the children who took part in the study. The data was acoustically analysed and the formant structure (F1 and F2) for the production of each target vowel was measured. The results of our study show that the production by children is significantly different in the two districts. Children in Gràcia produce vowels more in the Catalan way whereas children in Nou Barris produce /ɛ/, /ɔ/ and /ə/ with a formant structure that is similar to that for /e/, /o/ and /a/, respectively. As for the difference in production between children and their own parents, it is clear that children's production resembles that of their age and district group rather than that of their parents, no matter how close to or deviant from the Catalan standard the input these children receive at home is. The Catalan variety spoken in their district influences the children's speech more than the input they receive at home. In turn, adults in one or the other district do not differ significantly from each other. This could be accounted for by the fact that Nou Barris was built after the sixties, and has been nurtured by people who grew up in other districts of Barcelona, as e.g. Gràcia, or in other towns, where Spanish did not have as much weight as it has now in Nou Barris.

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Transfer in Third Language Phonology

Nabila Louriz

The paper reports on the phonological development of L3 grammar. It will particularly tackle phonological transfer during the acquisition of a third language. I shall focus on the case of Moroccan learners of English as a third language (their L1 is Moroccan Arabic –MA, hereafter- and L2 is French).

The acquisition literature explains that transfer is a fundamental part of learning a language beyond the mother tongue. On the one hand, research has demonstrated that L2 learners transfer their L1 knowledge when acquiring L2; this applies to the acquisition of, e.g. phonology, morphology and syntax. On the other hand, others argue that L3 learners transfer only their L2 knowledge when acquiring L3 syntax (Leung, 2003)

The present paper will extend the scope of research on acquisition to L3 phonology. Based on the case study mentioned above, I shall examine transfer phenomenon from an optimality point of view. The following questions will be addressed: when do L3 learners transfer? What do they transfer? When do they transfer from L1? When do they transfer from L2?

I will argue that L3 learners either (i) transfer from both L1 and L2 or (ii) they don't transfer at all. I will show that if both MA (L1) and French (L2) provide evidence for or against a constraint, the learner transfers from both languages; but if they don't, the learner does not transfer at all; s/he would opt for other options, instead. Evidence is found in tokens ending in long vowels as well as those ending in complex coda. First of all, although the last syllable of such words as kangaroo is bimoraic in English, as it has a long vowel, and hence receives stress, it does not attract stress in L3 learners' production. I will explain that this is a clear case of what I shall call dual transfer. Long vowels don't receive stress neither in L1 nor in L2 because either they don't surface, or they don't exist in the first place.

Second, cases of disyllabic words with complex coda are also evidence for dual transfer. L3 data shows that words such as command and contact receive ultimate stress regardless of the word class they belong to. This is because both MA and French favour the placement of primary stress on the ultimate syllable with complex coda, which is considered heavy. Thus, there is strong evidence that transfer is conditioned in the process of acquiring an L3; takes place if both languages support it.

I shall also confirm the broad definition of transfer as one that includes knowledge of the native language and the “perhaps wrong” information that the learner could make about the target language, which is English in this case study. There is a strong possibility that L3 learners draw the wrong conclusion about English stress.

To conclude I will outline the theoretical implications of the present study and what it has to add to transfer theory as well as to the algorithms of language learning.

Cross-linguistic structural priming in translation tasks: passives and datives

Robert M Maier

It has long been observed in Translation and Interpreting research that "[simultaneous interpretations] by amateur [interpreters] are typically very literal, being in many instances almost word-for-word 'verbal transpositions' rather than translations" (Barik 1994:135). The phenomenon appears to bear a strong relation with cross-linguistic priming, i.e. facilitation of the production of certain structures in one language immediately after processing similar structures in another language. The similarity is suggestive of an experimental paradigm that uses an on-line translation task to study processes in the course of speech production by proficient multilinguals.

This paper discusses possibilities and pitfalls of the suggested experimental approach and presents the results of a series of experiments that have been carried out utilizing an on-line translation task. Specifically, reaction times (but also produced sentence types) were studied for the translation of Dutch active vs. passive sentences into English (exp.1), and of German dative structures into English (exp. 2-3), in all cases by speakers of intermediate to high proficiency without specialized interpreter training. The results allow some early observations about the role of cross-linguistic structural priming in the observed cross-linguistic interference in on-line T/I tasks.

Does verbal short-term memory capacity predict lexical learning ability in bilingual speakers? It all depends on the short-term memory measure.

Steve Majerus & Brendan Weekes

The importance of verbal short-term memory (STM) capacity for lexical learning is still a highly controversial issue, especially for bilingual populations. While a number of studies have shown a significant association between verbal STM capacity and lexical learning in both monolingual and bilingual speakers, some studies suggest that, for bilingual populations, the

richer levels of phonological knowledge that characterize these populations will be used primarily to learn new word forms, the impact of STM capacity becoming negligible. We explored this issue by exploring the determinants of new word learning in 52 adult participants with variable levels of English-French bilingual proficiency, and by adopting a critical distinction between item STM (for storing the phonological features of the items) and order STM (for storing the serial order of presentation of the items within a list). Recent theoretical models of STM consider indeed that serial order STM capacity specifically reflects the existence of a specialized STM system causally related to learning new verbal sequences while item STM is supposed to merely reflect temporary activation of the language network. We measured order STM by a serial order reconstruction task for auditorily presented digit sequences and item STM by a delayed repetition task for single short nonwords. We also estimated the participants' French phonological knowledge by productive and receptive vocabulary tasks and a composite French proficiency score summarizing quantitative and qualitative measures of exposure to French. The learning task was a word-nonword paired associate learning task, the nonwords further conforming to French phonology. We hypothesized that: (1) if phonological knowledge is the most important determinant of new word learning capacity, then measures of French knowledge should be the strongest predictors for learning new words obeying to French phonology; (2) if STM capacity remains a significant determinant of new word learning, then there should be a strong association between the serial order STM measure and new word learning.

Partial correlation analyses showed that both the serial order STM measure and the composite French proficiency score were significantly associated with new word learning performance ($R = .61$ and $R = .38$, respectively, $p < .01$); the item STM measure did not significantly correlate with new word learning ($R = .08$). Multiple hierarchical regression analyses showed that the serial order STM and the French knowledge measures were independent predictors of new word learning performance, the serial order STM measure being the strongest predictor overall. The results suggest that STM capacity remains a very strong determinant of new word learning ability even in bilingual populations, but only for STM tasks that maximize serial order retention mechanisms. Implications for bilingual learning difficulties and their intervention will be discussed.

Albanian Pupils in Greece-Language Policies

Christina Maligkoudi

From the beginning of 1990s and onwards, a large number of Albanian immigrants came to Greece, mainly because of the collapse of the communist

regime in Albania. Today Albanian immigrants represent 57,5% of the total population of immigrants in Greece (438.036 Albanian immigrants), referring to those who are officially registered. It is also interesting to note that the percentage of Albanian pupils amounts to the 71% of the total foreign population of pupils (69.880 Albanian pupils).

The issue that occurs is how the Greek state handles the cultural and linguistic heritage that these pupils carry with them into their new country. In the decade of 1970 the situation in Europe dictated in Greece the promulgation of laws concerning the education of foreign pupils. There are three main landmarks in the history of the policy for the education of the foreign and the repatriated pupils in Greece: first, the creation of special classes for foreign pupils which aim to their integration (1983), as well as the establishment of schools of Intercultural Education (1996) and, finally, the creation of an interventional program for the education of the repatriated and of the foreign pupils, which is financed 75% from the European Union and 25% from the Ministry of Education in Greece (1997). The present paper deals with the needs that motivated these educational policies, as well as with their aims, their functions and with the results which so far have been achieved by the official policy.

The paper deals also with the interesting fact that the Albanian communities in Central Macedonia are trying during the last years to mobilize and to create mechanisms for the maintenance of the Albanian language as well as for the elements of their ethnocultural identity, mainly through the establishment of community schools, which aim to maintain or to propagate the Albanian language to the younger generations. This fact leads to the conclusion that the Albanian immigrants in Greece have already begun to implement their own “policies” as far as the teaching of their mother tongue to the new generations is concerned, thus proving that they are able to resist to the “absorbing” official policy. The paper presents two Albanian community schools (structure, function, aims) which are established in Central Macedonia and aim to the transmission of the Albanian language and the Albanian cultural elements to the next, younger generations.

Word order variability and formal features in bilingual and multilingual acquisition

María Martínez Adrián, María del Pilar García Mayo & Alazne Landa Arevalillo

A major source of parametric variation is provided by differences in feature strength (Chomsky 1995). One of the most discussed parameters in L2 acquisition research to date is the Verb Movement Parameter (Ayoun 1999/2000, 2003). The main goal of the studies which deal with this parameter is investigating whether or not L2 learners can reset it (which depends on

feature strength of the functional category Agreement). Some of these studies conclude that verb movement is optional only when the L1 and the L2 differ in feature strength (Parodi, Schwartz and Clahsen 1997), whereas other studies such as Beck (1998) show how optionality takes place even if the L1 and the L2 share the same feature strength value. Although there is extensive research on the acquisition of the verb movement parameter by L2 learners with different linguistic backgrounds, there are comparatively few data on the acquisition of this parameter by L3 learners.

This paper focuses on the acquisition of word order by learners of L3 German whose L1 is Spanish and whose L2 is English. Taking as our starting point the claim that variability is expected only when the L1 and the L2 differ in feature strength (Parodi, Schwartz and Clahsen 1997), we investigate (i) whether or not variability is found when there is an additional language involved, and (ii) whether or not variability is found when the L2 differs from both the L1 and the L3 in feature strength.

In order to test the hypothesis above and give a satisfactory answer to our research questions, we have collected production data from 2 groups of teenage learners of German as L3 (Group I, n=12; Group II, n=12) and from a control group (n=13) with L2 German.

The main results confirm the existence of optionality in both experimental groups when an L2 with a value different from that in the L1 and the L3 is involved. This confirms previous research findings (Garavito and White 2000, 2002; Parodi, Schwartz and Clahsen 1997). Variability is also observed in the control group with L2 German, despite the fact that their L1 and their L2 share the same feature strength value. In this sense, our findings do not support the claim made by these studies that variability would not be observed when the L1 and the L2 shared the same feature value. These results will be discussed in relation to different theoretical proposals on the issue of variability.

Language of interaction between bilingual siblings

Ana Martinez-Lage

Studies of young bilingual children tend to investigate the linguistic development of an only child and her interactions with parents and caregivers (Leopold 1939-49; Ronjat 1913; Meisel 1985). If they focus on bilingual children (Saunders, 1982, 1982; Taeschner 1983; Fantini 1985) only in passing do these studies address the language of interaction used among or between bilingual siblings.

This paper, part of a long-term study that investigates the language of interaction of two bilingual sisters, examines to what extent the language of the environment (Spanish or English) has an effect on the language used in interaction by the two girls; that is, do the girls change the language they

speak to each other when they live in a Spanish speaking country (Mexico) versus when they live in the US? The results of this work are compared with those obtained in a previous study.

The participants are two sisters (5;7 and 7;4) raised in the “One parent/One language” model from birth (Spanish only with the mother, English only with the father). They live in the US and spend their summers in a Spanish speaking country. The data are digitally recorded conversations between the siblings that take place in both of their language environments. These conversations have been transcribed and analyzed for the number of switches from one language to the other, and the number of turns in each language.

Previous results presented at ISB5 showed that the language of interaction between the siblings switched when the environment in which the interaction took place changed. In 2003 and 2004, while living in Spain, the girls shifted from speaking only English with each other to speaking only Spanish. In 2003 this shift was complete after 21 days of living in Spain (2;4 and 4;1) and in 2004, after 46 days (3;5 and 5;2). In 2003 the shift back to English interaction began to happen around the 23rd day back in the US, and in 2004 the shift was complete by the 20th day in the US. Taking these results into consideration, the current paper examines further data and compares the 2003-2004 results with data gathered in 2006, when the girls were in Mexico. The results indicate that the sisters’ linguistic behavior in the summer of 2006 diverges from that of 2003 and 2004. After six weeks in Guadalajara (México), they were speaking both English and Spanish to each other, alternating between the two languages depending on the content and the function of the interaction; and they did not shift from speaking only English to speaking only Spanish, as was the case in 2003 and 2004. The 2006 data, suggest that for bilingual individuals who live in monolingual environments, it may not be just the environment what determines their choice of language of interaction, but rather other factors must be considered as well, such as age, communicative needs, and linguistic functions. The discussion section of the paper argues for a model that takes all these factors into account.

Structuring variation: Dutch interferences in Italian, spoken in Flanders

Stefania Marzo

In the large bibliography of Italian spoken by Italian migrant communities, some attention has been paid to interlinguistic language change. So far, these studies have revealed basically two ideas. On the one hand, it seems that Italian migrant language has not undergone striking influences from the dominant local contact language. Indeed, except a few cases of clear linguistic convergence (Meo Zilio 1995), the Italian language maintained by the new Italian generations abroad shows principally interference on the surface level.

Moreover, the dominant language seems to affect mainly the Italian vocabulary, but seldom the morphosyntactic level (Bertini Malgarini 1994). On the second hand, according to most of the studies, Italian as a contact language is far from homogeneous, even within one geographical zone (Clyne 2003). The interferences seem to be rather variable both in their proportion of transfers and in the types of transference.

Nevertheless, these findings are the result of mainly descriptive research and have never been verified systematically in a larger corpus and with a systematic, quantitative methodology. Hence, it is our goal to fill this important gap in sociolinguistic research on Italian migrant language.

In this presentation, which reports on a part of a concluded PhD-project carried out at the K.U.Leuven, we will verify the two mentioned findings in a corpus (148.726 tokens) of informal Italian, spoken by a group of Italian-Dutch bilinguals. The sample consists of 48 informants, all second and third generation Italians, born and raised in Belgium and actually living in Limburg, the easternmost region of Flanders.

We investigated the presence of contact-induced phenomena in the corpus, viz the frequency of morphosyntactic features which recall Dutch structures. For this analysis, we selected 7 features which occurred in the corpus and compared these frequencies to their standard variants, taking into account 12 social variables (e.g. gender, generation, social network, ...).

Since our principle aim was to obtain a more systematic and global insight in the apparently complex variational structure which underlies migrant Italian, we have adopted a quantitative corpuslinguistic approach and integrated classical statistical techniques (such as Principle Component Analysis and Regression Analysis).

The linguistic analysis has given the following results. Conforming to the first idea, we have concluded that interference on the morphosyntactic level is not very salient. For most of the selected contact features, the standard variants dominated the substandard (contact-induced) ones. Furthermore, the findings indicate that the variation in the use of contact-induced features depends on a variational structure where several social variables interact, but where age and generation are the most influential factors.

Learning new vowel contrasts: multiple-category assimilation of L2 German [oe:] and [OE]

Robert A Mayr; Paola Escudero

This paper provides an account of the perception of the mid front rounded German vowels [oe:] and [OE] by native English university students of German with varying degrees of German-language proficiency. The data

discussed here are taken from a larger study on the perception and production of 14 L2 German monophthongs (Author1 2005).

In this study, L2 learners' identification of [oe:] and [OE] revealed poor performance: the native English subjects only correctly identified a mean of 49% of [oe:]-tokens and 36% of [OE]-tokens. Linguistic experience with the L2 was not significant. In contrast, the native German control group correctly identified a mean of 93% of [oe:]-tokens and 99% of [OE]-tokens.

This result is surprising as most established models in L2 speech learning would predict good identification of L2 [oe:] and [OE]. In terms of Flege's (1995) *Speech Learning Model*, both vowels constitute new L2 phones and are predicted to be easy to acquire, as according to the model they cannot be equated with L1 categories. Likewise, following Best's (1995) *Perceptual Assimilation Model* the two vowels are unassimilable and so should lead to good discrimination.

Author1's (2005) study also assessed the learners' perceptual assimilation to native English categories. The results revealed that the two mid front rounded vowels were each assimilated to several L1 categories: [oe:] was assimilated to the vowel in *nurse*, *goose* and *goat*, and [OE] was assimilated to the vowel in *nurse*, *strut* and *foot* (cf. Wells 1982). Constellations of this kind where two non-native sounds are assimilated to more than two L1 categories have been referred to as multiple-category assimilations (Author2 2005).

This lack of a one-to-one mapping can be interpreted in at least two ways. According to one approach, multiple mappings indicate that these L2 vowels are unassimilable (e.g. Best 1995). In contrast, Author2 (2005) claims that there is no uncommitted vowel space and that all non-native sounds are assimilable to native categories, as only a subset of all possible L1 categories functions as potential candidates in the assimilation pattern. This is the approach adopted here.

In this paper we will argue that acquiring German [oe:] and [OE] is highly complex and involves multiple category assimilation patterns. To be successful, learners need to split categories and to shift category boundaries. Thus a learner may assimilate some tokens of German [oe:] to the vowel in *goose* and others to that in *nurse*, and at the same time assimilate tokens from other German categories, e.g. [OE, u:], to these English categories. This explains why the learners' identification performance on [oe:] and [OE] in Author1 (2005) was poor. The findings reported here thus challenge previous accounts of L2 speech learning and suggest that progress on L2 contrasts may be contingent on the development of other L2 categories involved in perceptual assimilations.

Conducting Meta-Analyses of Bilingual Education Programs:

Grace P. McField

It was the intent of this review to examine the outcomes of primary studies of bilingual education with varying levels of program quality using meta-analysis. Although many meta-analyses have focused on research quality, little to no reviews to date have systematically analyzed the quality of the bilingual program related to student outcomes (Krashen & McField, 2005; McField, 2002). Effect size calculations conducted from primary studies drawn from the nine major meta-analyses on programs for English Learners indicated (1) consistency in average effect sizes of previous meta-analyses that equal about two to three months' advantage for bilingual education students; and (2) consistency with an earlier review on program quality (McField, 2002) in terms of higher effect sizes for strong programs vs. light or weak programs. The present review indicates that, ultimately, attending to both program quality and research quality is essential to the development of effective programs for English Learners. A major implication of this review is that language policy needs to reflect quality research.

Alternational code-switching and mixed language genesis

Felicity Meakins

The extent to which code-switching (CS) is a factor in the formation and resulting character of mixed languages (MLs) is debated extensively. Although some maintain that CS plays no role in ML genesis (Bakker 2003), a body of work is growing which supports the contribution of CS (Auer 1999). Within this work the different structures of MLs are compared with insertional and alternational CS, with *insertional* CS favoured as the predecessor to MLs (Backus 2003; Myers-Scotton 2002), though alternational beginnings have been argued for in the case of one ML (O'Shannessy 2006).

One of the problems with this discussion is the lack of empirical evidence. Such evidence exists in one case of a ML, Gurindji Kriol (Australia). In the mid 1970s, CS between Gurindji and Kriol was a very common style of communication (McConvell 1985). Thirty years later Gurindji people speak a mixed language, Gurindji Kriol, which exhibits a split along NP-VP lines. Gurindji contributes the NP structure including case and derivational morphology, and the VP structure including TAM morphology originates from Kriol. McConvell and Meakins (2005) show that CS not only preceded the formation of Gurindji Kriol, but that the split of the ML corresponds with the pattern of CS. In this paper I will build on this work and suggest that *alternational* CS is responsible for the NP-VP split. My analysis relies on a probabilistic analysis of Gurindji-Kriol CS which shows the emergent split,

and an analysis of case-marked Gurindji NPs as having a more adjunct-like rather than argument-like status (Jelinek 1984).

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The Economic Value of Bilinguals

Laurence Mettewie, Luk Van Mensel

Although most aspects of multilingual and multicultural societies have been extensively discussed in the literature, little attention has been paid to the relationship between economics and multilingualism (for exceptions, see Grin 2003). However, economic motivations play an important part in the continuous recombination of linguistic groups and the negotiation of interests and alliances implied in that process. In Brussels, research has shown that economic prospects and expectations are the main reasons for most people to move, learn languages or support alternative forms of language education (Janssens 2001).

In today's global economy, language(s) can be considered a form of economic capital in a market of supply and demand. The knowledge of more than one language constitutes therefore a skill that can be valorised economically just as

any other competence in the business world. Similarly, the lack of multilingual competences of staff members can generate costs and a financial or competitive loss. The role and position of bilinguals hence become part of the economic structure of businesses.

This paper presents the results of a study exploring the economic value of bilinguals in Brussels, an officially bilingual (French-Dutch) city that hosts a large number of international companies and institutions. In order to evaluate this economic value, three central research questions were asked: (1) What is the role and position of bilinguals in private companies; (2) Do businesses find the bilinguals or multilinguals they need and to what extent is unemployment linked to restricted language competences and (3) What are the costs due to the lack of bilingual staff members?

Two types of data were collected: survey data obtained by a web questionnaire (n = 350) and a qualitative analysis of structured interviews with human resource managers and recruitment experts of some 45 private companies and recruitment centers. The analyses show how important bilinguals and multilinguals are for private companies and how they may maximise their economic value. The results also highlight a striking discrepancy between the limited educational outcomes for language competence and the growing needs for multilinguals in private businesses driven by competitiveness and the rules of the market. These outcomes challenge policy makers and governments to stimulate multilingualism as an economic product and to take better care of bilinguals as an economic growth factor.

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Effects of age of acquisition and relative proficiency on language switching

Renata F.I. Meuter, Karla Milner

The time cost associated with a switch of language is determined in part by the relative proficiency in the two languages, with a switch from the weaker L2 to the dominant L1 resulting in greater language switch costs while equal proficiency results in equal switch costs. Recent findings suggest that age of acquisition may be a critical factor, with early acquisition resulting in equal switch costs even when switching between the dominant L1 and a weaker L3. The present study aimed to disentangle age of acquisition effects from those of relative proficiency. English-Afrikaans bilinguals, who also had mastery of a

third language (Zulu), were asked to name pictures both in a monolingual context and in three different bilingual contexts (L1L2, L1L3, and L2L3). Age of acquisition did not affect ease of response, neither in the monolingual nor the bilingual contexts. Responses in monolingual contexts revealed that highly proficient bilinguals were balanced between L1 and L2 but measurably weaker in L3, while less proficient bilinguals were dominant in L1 versus L2 and weakest in L3. Although no language switch cost asymmetry was found when switching between L1 and L2, relative proficiency did affect ease of response. Less proficient bilinguals responded more slowly overall, both on nonswitch and switch trials, when speaking L2. Highly proficient bilinguals were equally fast in both languages. No effect of age of acquisition was found. An exploration of the effect of the cognate status of the picture labels revealed not a proficiency effect but, rather, an effect of age of acquisition. The results are discussed in relation to theories of bilingual lexical access, dynamic language selection, and language mode.

Does Verbatim Translation Help Summary Translation?

Erica B. Michael, Timothy Allison, Joseph Danks, Diane de Terra, Dominic Massaro, Dimitrios Donavos, Kevin Graham and Judith Klavans

An important skill for professional translators is the ability to read or listen to material in one language and summarize it in another (summary translation). In some cases the translator may have time to write a verbatim translation before writing the summary, but often such time is not available and translators work directly from the original document to create a summary in the target language. The critical issue of how summary translation quality is affected by prior verbatim translation has not been addressed in the literature. Such research can help improve professional translators' efficiency and effectiveness and contribute to a better understanding of the strategies and cognitive processes involved in summary translation.

In the current experiment 34 professional translators and trainees were asked to write English summary translations for 4 texts in Chinese or Korean. For 2 of the texts, participants were explicitly instructed to write a verbatim translation in English before writing their summary translation (VT+S condition). For the other two texts, participants were only required to write the summary translation (S). Verbatim and summary translations were scored by a team of experts in second language assessment and translation. Keystroke-logging and screen-capture software were employed to examine translation strategies and processes. Participants completed questionnaires about their language-learning history, professional translation experience, and comments regarding the experiment.

Questionnaire responses revealed that participants' views varied regarding the utility of writing verbatim translations. Some felt that writing a verbatim translation was useful because it allowed them to keep track of information, remember details, and quickly skim the translation for important parts before writing the summary. Several participants also reported that writing a verbatim translation forced them to read the source text more carefully. Others reported that the process of writing a verbatim translation was frustrating and caused them to waste time on things that were unimportant. One participant reported that the detailed work required for writing a verbatim translation caused him to lose track of the big picture needed for writing a summary. Finally, a few participants stated that verbatim translation might be helpful under certain circumstances but not others (e.g., depending on text difficulty).

Analysis of the summary scores showed that the quality of summaries in the VT+S condition was NOT significantly different from the quality of summaries in the S condition. To explore this seemingly counter-intuitive result, we will present analyses examining the strategies used in each condition. We will also discuss the role of additional factors such as translator proficiency and work experience; the quality of the verbatim translation; text difficulty; and participants' beliefs about the usefulness of verbatim translation.

The cognitive and linguistic development manifest in immersion students' storytelling

Christine Möller

A vast number of linguistic studies has dealt with narratives – for different purposes and from different perspectives (e.g. O'Neill et al. 2004, Barnes & Dennis 1998, Snitzer Reilly et al. 1998, Berman & Slobin 1994, Applebee 1978, Labov & Waletzky 1967). Nevertheless, research about the development of storytelling abilities in an L2, and especially in immersion programs, is scarce.

In my paper, I will take a look at the development of elementary school children in a German-English immersion project in northern Germany. Since 1999 language data has been collected with the help of the picture books "Frog, where are you?" (Meyer 1969) for the L2 English and "A boy, a dog, a frog, and a friend" (Meyer & Meyer 1971) for the L1 German, i.e. picture-elicited storytelling tasks. Many aspects of language development have been covered, e.g. inflectional morphology and lexical acquisition (see e.g. Burmeister & Pasternak 2004, Wode et al. 2003, Kersten et al. 2002). However, only one study (Möller 2003), which has been the point of departure for my current investigations, has explored phenomena of narrative development.

Storytelling abilities are a good indicator of cognitive and linguistic development. My approach is to trace the immersion children's development from grade one to four by looking at the coherence and cohesion of their story productions. Narrative coherence is evident in the stories' narrative organization and reflects the development of the children's cognitive abilities (cf. Graesser et al. 2004, Berman 2001, Viberg 2001, Gernsbacher & Givón 1995, Shapiro & Hudson 1997, Brewer 1985). The children's use of cohesive devices, on the other hand, gives evidence of the development of their linguistic abilities.

The structure of my paper will be the following: after giving a brief overview of the immersion project, I will describe the methodology used to assess the children's narratives in some detail. The last part of the paper will present the results obtained so far.

Sprachaneignung im Kontext von Mehrsprachigkeit in Sprachfördermaßnahmen vor Beginn der Schulzeit in Deutschland

Elke Montanari

Im Mittelpunkt der Untersuchung stehen sechs mehrsprachige Kinder im Alter von 5,2 - 6,4 Jahren mit den L1 Jordanisches Arabisch/DGS, Türkisch, Pandjabi, Serbisch, Kroatisch sowie zusätzlich Deutsch, deren Beherrschung der Schulsprache Deutsch ca. zehn bis zwölf Monate vor ihrer Einschulung in Hessen von LehrerInnen als förderbedürftig, nicht altersgerecht beurteilt wurde und für die darauf hin der Besuch einer schulischen Sprachfördermaßnahme (Vorlaufkurs) empfohlen wurde. Um die sprachlichen Entwicklungen der Kinder zu analysieren, sollen insbesondere Arbeiten aus dem SFB 538 „Mehrsprachigkeit“ der Universität Hamburg (Rehbein 2001, Meisel 2001 a, 2003, Müller et.al. 2001, Kroffke & Rothweiler 2006) herangezogen werden.

Es wurden über zehn Monate lang Videodaten in der Fördermaßnahme erhoben, CITO und HAVAS 5 zwei Mal durchgeführt sowie in Spielsituationen elizitiert.

Die Posterpräsentation diskutiert auf der Grundlage des Korpus die folgenden Aspekte:

- Pragmatische Aspekte im Handeln der Kinder: Ziele bei anderen erkennen, darauf eingehen, Sprache zum Erreichen eigener Ziele einsetzen, Handlungsmuster erkennen, Handlungsbezüge in sozialen Wirkungsbereich erkennen und zielführend nutzen
- Lexikalische Aspekte: Genus, Benennungsaufgaben, struktureller Genus
- Morphologisch-syntaktische Aspekte: V2/ V3/ V final, Adjektivdeklinaton, Kasusgebrauch

- Diskursive Aspekte: Erzählen, sprachliche Kooperation, kommunikativer Aufbau von Spielwelten; Mustergebrauch
- Merkmale, die sprachförderbedürftige Kinder von Kindern mit einer Spezifischen Sprachentwicklungsstörung (Rothweiler 2006) abgrenzen bzw. Hinweise auf weiteren Diagnosebedarf geben,
- beobachtbare Fortschritte im Förderzeitraum,
- die Frage, ob und wie die Kinder ihre Mehrsprachigkeit wahrnehmen und thematisieren.
- Sprachliches Handeln

Es wird betrachtet, welche sprachlichen Handlungen die Probanden vollbringen und wie sie ihre sprachlichen Handlungen realisieren. Sprachliches Handeln wird dabei als gesellschaftliches Handeln in einer Sprecher-Hörer-Interaktion im Sinne der Funktionalen Pragmatik begriffen, in der die „Interaktion zwischen Sprecher und Hörer als eine tatsächlich gemeinsame Handlung und Handlungsfolge zwischen zwei und mehr Interaktanten“ (Ehlich 1991:131) aufgefasst wird.

Es sollen einerseits die Stärken der kindlichen Probanden erfasst werden, andererseits soll thematisiert werden, zu welchen sprachlichen Handlungen die Kinder nicht oder nur bruchstückhaft in der Lage sind. Ihre Lücken zu erfassen ist deshalb von immenser Bedeutung, weil erst in Kenntnis dieser Fakten eine effiziente Sprachförderung geplant werden kann und den Kindern Anreize gegeben werden können, die gezielt den Spracherwerb positiv beeinflussen.

Bilingual children's acquisition of complex rule systems in a minority language situation: the effects of varying amounts of input on achievement

Enlli Mon Thomas, V. C. Mueller Gathercole

This paper looks at bilingual Welsh/English-speaking children's productive and receptive command of mutation in Welsh, relative to the amount of input received. A number of recent studies (Thomas 2001, Gathercole, Thomas & Laporte 2001, Gathercole & Thomas 2005, Thomas & Gathercole 2005, Jones 1998) have investigated children's (and adults') command of grammatical gender in Welsh. Gender is marked by mutations – a set of morphophonological changes, conditioned by the syntactic environment, that affect the initial consonants of words. Studies have shown that, for many other languages, children gain an early command of gender. However, often in these languages gender marking is quite overt and provides clear one-to-one correspondence between a marker and the gender encoded. In a language like Welsh, where the mapping between mutation and gender is opaque, the data suggest a more protracted, item-by-item process of acquisition, where even

adults fail to demonstrate abstract, systematic knowledge of the system. The present set of studies was designed to provide answers to the following questions: (1) to what extent is the child's ability to mark gender related to their mastery of the mutation system in general; (2) is there a difference in children's abilities to detect gender agreement errors in distinct constructs, and what does this reveal about their productive abilities; and (3) does the bilingual child's level of dominance in Welsh play a role?

Using a Cloze-type procedure Study 1 presented 41/2- to 9-year-old bilingual children (and adult controls) from North Wales with gender contexts and non-gender contexts that required the production of certain mutated forms, and the relevant forms were elicited in a production task. Results revealed similar performance with both types of contexts, although the children performed slightly better in the gendered context. This suggests that their ability to mark gender categories in their linguistic outputs is not limited by their underlying knowledge of the mutation system in general.

Study 2 presented similar-aged children with a set of productive and receptive tasks of gender, as well as tasks requiring mutation in non-gendered contexts. Children were grouped according to level of input in Welsh in the home. The results revealed variation in children's performance according to the amount of input received in Welsh. Children learning Welsh as their L1 in the home generally outperformed those learning Welsh as their bilingual second language at school. Together, these suggest that bilinguals' acquisition of opaque systems, especially when the language functions as the minority language in the community, is protracted and complex, and is largely related to the optimal amount of input available in that language.

Age of Acquisition in Bilingual Lexical Access: A Study of Early and Late Bilinguals

Silvina Montrul and Rebecca Foote

A growing number of studies have investigated the effects of age of acquisition (AoA) along with frequency in lexical processing tasks (Morrison & Ellis 2000, Murray 1986). In these studies, AoA refers to the age at which words are first learned, while AoA effects refers to the observation that words acquired early in life are processed faster and more accurately than those acquired later. While most studies have focused on monolingual processing, AoA effects also appear in lexical processing in a second language. Izura and Ellis (2004) found that lexical decision speed in the L1 of Spanish-English bilinguals was predicted by AoA of L1 words, while speed in the L2 was predicted by L2 AoA. In the fields of SLA and bilingualism AoA also refers to the age at which the L1 and L2 of bilinguals were acquired. Early bilinguals acquire the two languages simultaneously or sequentially in childhood, while

late bilinguals acquire an L2 sequentially past puberty. Many studies of L2 ultimate attainment have demonstrated that L2 AoA is correlated with bilingual outcomes: the earlier the AoA the more nativelike a bilingual is likely to become in the L2, especially in phonology and morphosyntax. The purpose of this study was to investigate whether both AoA of words and AoA of L1 and L2 were factors in lexical processing in Spanish.

A control group of Spanish native speakers (n=22), a group of English-speaking L2 learners of Spanish (late bilinguals) (n=30) and a group of early bilingual speakers who learned both Spanish and English in childhood (n=30) participated in 2 experiments. In experiment 1, the 3 groups completed a lexical decision task in Spanish consisting of 108 words and 108 non-word filler items. Target words were divided into 3 lexical categories (nouns, verbs and adjectives). Each lexical category was subdivided into 3 AoA subconditions: 12 Early L1-Late L2 acquired words, 12 Late L1-Early L2 acquired words, and 12 Early L1-Early L2 acquired words. In experiment 2, the two bilingual groups performed a translation judgment task with similar stimuli. Accuracy and reaction times were measured. Our prediction was that early bilinguals should be faster than late bilinguals with Early L1-Late L2 words, while late bilinguals should be faster than early bilinguals with the Late L1-Early L2 words. The two groups should be equally fast with Early L1-Early L2 words.

Results showed no effect for lexical category, but an effect for AoA and some interactions. Overall, late bilinguals were faster than early bilinguals in the two experiments. As predicted, late bilinguals were more inaccurate and slower than early bilinguals with Early L1-Late L2 acquired words, but there were no differences between bilingual groups with Late L1-Early L2 words. Results are discussed in terms of how early and late bilinguals' experiences with language affect lexical processing. Implications for theories on the locus of AoA effects in lexical processing are also addressed.

A minimalist analysis of attributive adjectives in Spanish-English Codeswitching

Monica Moro

This article offers a minimalist analysis of attributive adjectives in Spanish-English codeswitching data. The minimalist approach to codeswitching developed by MacSwan (1997, 1999), Toribio (1999) and Huybregts and Boeschoten (1999), among others, is selected on conceptual grounds assuming that all codeswitching samples can be analysed in terms of mechanisms independently motivated for the analysis of monolingual data and therefore, codeswitching phenomena can be explained without appealing to ad hoc constraints specific to it. This model is then tested on data from native

bilingual speakers of English and Spanish, focusing on the syntax and semantics of attributive adjectives. On the syntactic side, we explain the basic properties of attributive adjectives in Spanish and English with respect to adjective-placement, agreement and nominal ellipsis. On the semantic side, we examine the relationship between the different interpretations of definite and indefinite determiner phrases containing adjectives and their syntactic properties.

In view of the patterns found in Spanish-English codeswitching data involving adjectives, we claim that the word order parameter between Spanish and English adjectival modification can be captured through a checking operation at the syntactic level of representation in languages with uniform overt nominal morphology, or otherwise, it occurs at LF.

Language Mosaic - Developing Literacy in a Second-New Language: A New Perspective

Aura Mor-Sommerfeld

Second language researchers discuss various aspects of writing development, focusing on the different stages (and ages) of this process. Some refer to the process of composition; others introduce us to young children's writing, focusing on the first stages of the process of literacy acquisition in the new language.

In the proposed paper I wish to present and suggest a new approach to examining new language writing among young learners, which I define as 'language mosaic'. This concept combines two elements: the relationship between first and second/new language and the process of the first stages of writing development in a new language.

I define 'language mosaic' as both a style and a way of writing by a non-native (i.e. newcomer to a language) combining two or more languages and incorporating various scripts. It can be seen as an aspect and an extension of 'interlanguage', which refers to the spoken modality of a language. As in a biological mosaic (a condition in which an organism or part of it is composed of two or more genetically distinct tissues), or in architecture (a surface formed of small pieces in a harmonious composition), language mosaic consists of small, varying patterns or organisms combining to create a new form or entity. In the case of written language, this entity is the result of a writing process that ultimately creates a coherent (new) form.

The paper will elucidate the process of literacy acquisition in second language by focusing on writing; it will offer a new perspective on the process of writing development, and will examine how and what children do in the writing process while developing an additional language.

Reference:

Mor-Sommerfeld, A. (2002). Language Mosaic - Developing Literacy in a Second-New Language: A New Perspective. In *Reading literacy and language*, 36:3, pp. 98-106.

Tracking changes in the use of causative connectors in Ontario French

Raymond Mougeon, Terry Nadasdi and Katherine Rehner

This paper focuses on the alternation in Canadian French between causal conjunctions *parce (que)* and *(à) cause (que)*, both meaning 'because'. *À cause que* was used frequently in 17th century European French. However, it was gradually replaced by *parce (que)*. While this alternation has been documented in Quebec French (Seutin, 1975) and other varieties (e.g., Acadian), it has not been the object of variationist research in Canadian French.

Our paper is based on two corpora, one gathered in 1978 from 118 adolescents in four Francophone communities in Ontario, the other in 2005 from 181 adolescents in these same communities. Both corpora are socially stratified and each of the four communities represents a different level of Francophone demographic strength at the local level: Hawkesbury 80%; Cornwall 27%; North Bay 14%; and Pembroke 6% (in 2001).

We measure the discursive frequency and dispersion rates of the variants and assess the effect of extra-linguistic and linguistic factors, focussing particularly on the two communities representing opposite ends of the Francophone demographic strength scale. In comparing the 1978 and 2005 data, we document a dramatic rise of *(à) cause (que)* in Hawkesbury and its continued marginal use in Pembroke. Further, we show that the vigorous rise of *(à) cause (que)* in Hawkesbury is driven by the middle class and males, an interesting pattern echoing that documented for this same community in relation to *je vas*, another non-standard variant (Mougeon, Nadasdi, & Rehner, 2006). We argue that weakly-marked non-standard features can gain prestige and become local norms. A further argument that *(à) cause (que)* has become a prestige variant for the middle class and male speakers is that they use *(à) cause (que)* when discussing formal topics almost twice as often as the female speakers and those from the other social classes.

Concerning Pembroke, the analysis of the effect of style, social class and sex reveals patterns that confirm that *(à) cause (que)* is not a variant involved in linguistic change. Further, we show that the phonetic constraints conditioning *que* deletion in both variants (Beaulieu & Cichocki, 2002), operating in Hawkesbury, are not adhered to in Pembroke, a finding consonant with our previous research and underscoring that the effect of (extra-)linguistic factors

can break down when French is an endangered language (cf. Mougeon & Nadasdi, 1998).

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Beyond immersion: Assessing university students' sociostylistic competence in FSL

Françoise Mougeon, Katherine Rehner

This paper presents a synthesis of the first results of a two-phased synchronic and diachronic 5-year study. Our results are from the synchronic stage of the project and are based on data from interviews with 61 university students enrolled in their 1st and 4th year of undergraduate studies in 2005, some of whom attended French immersion programs in grade school and some of whom went through the regular FSL curriculum in Ontario schools.

Firstly, our study focuses on the use by French immersion students of those linguistic and sociolinguistic variables previously examined by other researchers, such as /l/ deletion, liaisons, *ne* -deletion in negative sentences, 1st person plural pronouns *on* versus *nous*, the expression of the future, consequence markers, discourse markers *like / comme* (e.g. Dewaele & Regan, 2001; Nadasdi, Mougeon & Rehner, 2003; Nagy, Moisset & Sankoff, 1996; Rehner, Mougeon & Nadasdi, 2003).

By comparing our results to those of such previous research, we shed light on the role of university learning in the L2 acquisition process by former immersion students, as well as highlight which aspects of their academic and non-academic experience play a significant role in their linguistic and sociolinguistic behaviour, particularly regarding the acquisition of specific aspects of spoken French variation.

Secondly, this study examines the various factors intensifying the impact of immersion on university students during their undergraduate years. Among the factors we examine, we pay particular attention to those linked to individual variation, such as the degree of commitment of the speakers to their own L2

acquisition, and the level of metalinguistic awareness they have developed regarding their own bilingual or multilingual competence. The measure of this input by the individual learner is used as an independent factor influencing the acquisition of a wider range of variants on a stylistic continuum.

Overall, our findings to date suggest that the acquisition of socio-stylistic variation is highly dependent on the extent to which the learner can target specific contexts and settings and engage in conscious efforts in the search for a wider range of stylistic variants.

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Gestural Displays as a Code-Switching Strategy

Caroline Elisa Nash

Language and gesture function together as one unit – inseparable and indispensable in communicating in any language. The strongest support for the claim that gestures are not distinct from language is provided by the behavior patterns in secondary bilinguals who consistently demonstrate a one-to-one correspondence with respect to a particular language and its gestural system. According to our findings, French-American English and Japanese-American English natural or primary bilinguals display the gestural patterns of the language that they are speaking, and when they code-switch the verbal code, they also code-switch the non-verbal code. Secondary bilinguals who have assimilated to the L2 culture also code-switch the gestural code with the verbal code, however, these speakers maintain their L1/C1's conceptualization of their personal sphere, hence, gestural sphere as revealed by our data of French-Japanese and French-American English secondary bilinguals.

In a bilingual conversation, pre-verbal speaker gestural displays mark the verbal code that the speaker intends to use, thus orienting the addressee to (switch to) the principles and parameters of the language that corresponds to the displayed gesture. Since code-switching is a discourse strategy, and gestures are markers of conversation, the gestural displays by bilingual speakers do in fact express certain attitudes, control the addressee's attention,

and regulate the conversation, i.e., identify the speaker/addressee's preferred code and may in fact select the code of the next speaker by the interlocutors. This issue leads to other questions such as whether the displayed gesture can be a criterion in determining the base language in code-switching. This certainly warrants examining particularly in French-Japanese and English-Japanese bilinguals since these languages differ in basic word order.

This paper addresses these issues in the usage of gesture as a code-switching strategy among bilingual speakers and presents findings from a study on the gestural behavior patterns of both primary and secondary bilinguals. The data for this study was collected via video recordings of French-Japanese bilinguals residing in Paris, France; Japanese Francophones residing in Paris, France; Japanese-American English and French-American English bilinguals residing in California, U.S.A.; and French-American-English speakers residing in Louisiana, U.S.A.

Thinking for speaking and cross-linguistic transfer in preschool bilingual children

Elena Nicoladis & Alyssa Rose

Bilingual children sometimes use structures in one language that are clearly based on structures from their other language. For example, a Spanish-English bilingual child might form English possessives with an utterance like "the hand of my father" more often than English monolingual children. Cross-linguistic transfer has been observed in many bilingual children, across a number of language pairs (e.g., Yip & Matthews, 2000). Researchers have investigated a number of variables that could be related to children's cross-linguistic transfer, including children's dominant language (e.g., Bernardini, 2003). Two important variables that can predict when cross-linguistic transfer occurs are structural overlap and ambiguity between the two languages (e.g., Müller & Hulk, 2001). These variables would predict that cross-linguistic transfer occurs when two languages rely on the same structure(s) (i.e., overlap) and that there is at least one other option to convey a similar meaning in one of the languages (i.e., ambiguity). Working within the framework of a speech production model, Nicoladis (2006) argued that these variables become important only after a speaker has chosen the concepts he/she wishes to convey.

In this study we tested whether cross-linguistic transfer occurs when overlapping and ambiguous structures differ in conceptualization between languages. We showed movie clips of moving figures to 27 French-English bilingual preschoolers and both English and French monolingual preschoolers. The label for such figures in French is likely to be Noun-qui-Verb (e.g., vache qui danse) and in English Verb-ing-Noun (e.g., dancing cow). Note that there

is bidirectional structural overlap/ambiguity (e.g., *vache dansante*; cow that is dancing). However, the alternative structures are disfavoured in French and English respectively. If structural overlap/ambiguity alone predict transfer, then the bilingual children should use more of the disfavoured structures than monolingual children in both languages.

The results revealed little evidence of cross-linguistic transfer: the bilingual children produced the favoured structure in both French and English at the same rate as monolingual children and at about equal rates in both languages.

These results suggest that children's cross-linguistic transfer is not predicted by structural overlap/ambiguity alone. The results are consistent with transfer emerging as part of the process of speech production. That is, children choose language-specific conceptualizations before choosing the specific structures to use. If so, then cross-linguistic transfer would be more likely to occur when languages share an underlying conceptualization as well as an underlying structure.

Changing Patterns: change in phonemes of Gujarati spoken in multilingual Mumbai & its consequences

Trupti Vasanti Nisar

Mumbai, a mosaic of languages, require Hindi (contact lng) & English (lng of status & potentials) for most of the 'out of the house' activities. Inside the house, there can be any combination of the native dialect, the standard language, Hindi & English depending on the talk. This makes Mumbai an important multilingual setting, creating a plenty of bi-multilingual situations to be studied.

A continuous contact between these languages causes change in them, where a less important language for external communication undergoes more changes. The change is most prominently reflected in sounds of the younger generations. Languages of the largest linguistic communities in Mumbai also change due to the impact of Hindi & English.

Many Gujarati have settled in Mumbai since a long time. Mumbai has now become their native land; Gujarati is the native language of one of the largest community in Mumbai.

Gujarati has retroflex stops & a series aspirated stops & affricates. Gujarati has adopted the sounds of Sanskrit with an addition of retroflex lateral. The difference in the length of the vowel is not significant for a Gujarati speaker & retroflex fricative is not pronounced. These changes are reflected in Gujarati spoken at any place of the world.

There are certain changes seen in Gujarati speakers of Mumbai alone. Looking at only the phonological patterns, the awareness of difference between certain sounds have been weakened & the manner of articulation of certain sounds

have changed in younger Gujarati speakers. An aspirated voiceless bilabial sound 'ph' has been replaced by 'f' sound & both occurring in free variation now. Also, the voiced labiodental continuant is making way for a voiced labiodental fricative. These cases show a replacement of one sound with another sound not present in Gujarati.

There are other changes changing the phonemic patterns of Gujarati of Mumbai. Difference of aspirated voiced stop & affricate with unaspirated counterpart are weakening; the retroflex lateral freely varies with the palatal lateral & the retroflex nasal with the dental nasal, although all being phonemes of Gujarati.

Gujarati language has two major centers, the Gujarati of the Gujarat state & the Gujarati of Mumbai. The latter has a prominent voice in Gujarati language. Of these, Gujarati language in Mumbai is undergoing significant changes, causing alteration & modification of the phonemic pattern, which the other is not sharing.

The language teachers of Mumbai face the problem while teaching these sounds. However, the teachers do not try to clarify the sound difference. Instead, they teach the techniques of differentiating the grapheme alone. This creates another problem 'disappearance of phonemes, permanence of graphemes', creating a dilemma for the young students of the language.

To have a close look, total 100 school students are tested orally; their responses are recorded & are being analyzed & will be reported at the symposium.

Urban diglossia in Lome: bidialectalism and bilingualism

Kossi Edzem Noglo

A very up-to-date characteristic of modern Africa is urban sprawl and migration. Those phenomena involve linguistic outcomes. Togo as a West African country is no different from the rest of the continent. Southern Togo is a linguistically homogenous area with nearly 70% of the population speaking Ewe, the local indigenous language. Due to migrations, speakers of all the dialect of Ewe language are thrown together in Lome which is the capital city of Togo (West Africa). The consequence of this is the rise of an urban koine. This urban Ewe koine is the offspring of contact of rural Ewe dialects and rural Gen (another Ewe dialect) and contact with European languages (mostly French and English). This situation raises issues of diglossia, bidialectalism, and bilingualism.

My paper will show that African urban linguistic varieties bring about situations that may eventually lead scholars to redefine important sociolinguistic notions such as diglossia, bidialectalism and bilingualism. In Lome, as in many parts of Togo, urban Ewe language is the linguistic variety that is the most widely spoken. I will show that in Lome there is a diglossic

situation that does not entirely fit in the existant framework. Even if the urban koine is used as a lingua franca, it however failed to gain any official status or be promoted as a standard variety. It is what Charles Ferguson called the Low variety in a diglossia. Urban Ewe is a mix of very close rural dialects (phonologically and grammatically speaking). Those rural dialects have an official status since they are written, used in church or for traditional events, and even in the media. The problem here is to find the High variety in this diglossia. Since the urban variety comes from two rural varieties, I consider that we have two High varieties here. I decided to call this a bicephalous diglossia.

Using the definition provided by Ferguson (1972 : 245) and extended by Fishman (1972d) and Fasold (1984), I show that there are still some linguistic situations that are diglossias but don't fit in any of the existant definitions. Therefore, I re-investigate relations between diglossia, bidialectalism and bilingualism.

The data I used for this research comes from my two doctoral fieldworks in southern Togo (January to February 2006 and November to December 2006). I used 250 sociolinguistic questionnaires administered in three places (two rural areas and Lome, the urban area). The questionnaires focus on issues such as language use and perception. I also used two hours of recorded radio broadcasting and conversations in urban Ewe. The results I had are very useful in understanding the linguistic practices in urban Africa and in answering the question : " who speaks what language to whom and when?", why the notions of dialect/language change accordingly to attitudes and perceptions and why urbanization is an important factor in linguistic change in Africa.

Language Contact and the Retention of V2 Word Order in Pennsylvania German

Richard Page, Joshua R. Brown

Pennsylvania German has more than 200,000 speakers in North America. Today, most of these speakers are Old Order Amish or Old Order Mennonite. The remainder are commonly referred to as nonsectarians. All current PG speakers are bilingual with a high proficiency in English. This study investigates the retention of V2 word order in Pennsylvania German (PG) among nonsectarian and sectarian speakers. Communities with longstanding language contact may undergo syntactic convergence as in Kupwar (Gumperz 1971). Pennsylvania German would therefore appear to be a prime candidate for change in base word order. The language is largely unwritten and not standardized. Its speakers are schooled in English and have been bilingual (to varying degrees) for over two centuries. In fact, Burrige (1992) argues that PG among Old Order Amish and Mennonite speakers in Canada has

undergone grammaticalization of word order and is on its way to becoming an SVO language. Burridge (1992:238) states: “Any informal count of word order patterns will quickly show that the percentage figures for SVX sentences is extremely high in the language. The specialization of initial topics to subjects could mean that PG is on its way to developing a rule which dictates obligatory preverbal placement of subject; that is, XSV verb-medial order instead of T[opic]VX verb-second order.” Presumably, extensive contact with English is a motivating factor for the high occurrence of surface SVO word order in PG claimed by Burridge.

In our study, we conduct a quantitative analysis of PG word order to test Burridge’s claim. Since Huffines’ (1980) seminal work, it has been well-established that sectarian PG is diverging from nonsectarian PG. Sectarian PG has a growing number of speakers and is changing more rapidly than moribund nonsectarian PG in the areas of phonology, morphosyntax and lexicon. We analyze word order in two sets of texts: (1) a series of plays written in the 1990s by a nonsectarian Pennsylvania German from Lehigh County, Pennsylvania, with no knowledge of European German and (2) a translation of the New Testament book of Mark into Pennsylvania German and Vella Laysa, a book of Bible stories written in PG for Amish children. Both the New Testament translation and Vella Laysa are by native speakers of PG from the Amish settlement in Holmes County, Ohio, for use by Old Order and New Order Amish. Preliminary analysis indicates that base word order in the nonsectarian and sectarian texts is consistent with word order in European varieties of German: V2 word order in main clauses and SOV in subordinate clauses. Both varieties of PG show regular extraposition of prepositional adjuncts and complements in both main and subordinate clauses though nominal complements are never extraposed. Using quantitative evidence based on this corpus, we argue that base word order in PG is highly resistant to borrowing of base word order despite long-term bilingualism and a lack of standardization.

Inter-relationships Among Chinese and English Reading Skills of Bilingual Children

Elizabeth Pang

The current study investigated bilingual English-Chinese children’s first and second language skills to determine the inter-relationships and nature of transfer of skills between two non-cognate languages (English and Mandarin-Chinese). The study was conducted in an elementary school in Singapore where the children were learning English as a first language and Chinese as a second language. A sample of 54 eight and nine-year-olds were assessed on their language and literacy skills in both English and Chinese. Both qualitative

(verbal think-alouds) and quantitative (hierarchical regression analysis) methods were utilized. The quantitative analysis showed that despite differences in language (non-cognates) and orthography (alphabetic vs non-alphabetic), there was evidence of transfer of literacy skills. Furthermore, this transfer was bi-directional: English skills predicted Chinese reading ability, and Chinese skills predicted English reading ability. The results also showed that oral vocabulary and phonological awareness were important predictors of reading ability in English and Chinese. This is consistent with existing theories of reading in first and second language. Furthermore, the amount of transfer is consistent with findings of previous research. Interdependence of reading skills in the current study is estimated at 10-11%, which is comparable to the 10-16% variance reported by Bernhardt and Kamil (1995) for English and Spanish. This figure is less than the total estimate of 20% for a group of studies on alphabetic languages (Bernhardt, 2000). In terms of language-specific skill, for Chinese, vocabulary and phonological awareness (in Chinese) contributed 32% of the variance in Chinese word reading ability, while for English, vocabulary and phonological awareness (in English) predicted 66% of English word reading ability. Limitations will be discussed and a dynamic model of reading is proposed to show the inter-relationships among reading skills of biliterate children. Implications for curriculum planning and language policy in Singapore schools will also be discussed.

Interference of Lexico-Syntactic Gender in Bilingual Spoken-Word Recognition: An Eye-Tracking Study with Non-Cognate Nouns

Garance Paris, Andrea Weber, and Matthew W. Crocker

Several eye-movement studies have confirmed that, even in monolingual situations, bilinguals activate lexical candidates from all languages when recognizing spoken words: When asked to pick up an object (e.g. a *marker*), late bilinguals often briefly look at crosslinguistic competitors whose name is phonemically similar to the target (e.g. a stamp, */marka/* in Russian).[1] L1 phonemic categories are also known to influence lexical access in L2.[2] Recent evidence further suggests that L1 gender interferes with L2 listening for cognate nouns: When instructed in German to click on a cassette (*die*_[fem] *Kassette*), French-speaking participants excluded a canon from consideration, despite onset similarity with *Kassette* in both languages, because it differs in gender in French although it does not in German.[3]

However, L2 gender could be stored differently for non-cognates. In general, bilinguals process cognates faster and the effects are stronger. Therefore, it is conceivable that L1 gender interference in L2 might be stronger for, or even specific to, cognates. If so, L1 gender's influence might be relatively marginal, since most words are non-cognates.

The present eye-tracking experiment was run entirely in French with German-French and French-German late bilinguals, and French controls. Participants were asked to click on a target in a display also containing a competitor and two unrelated distractors. In the instructions, the target was preceded by its gender-marked article. The competitor was a non-cognate whose German name overlapped in onset with the French target, while its French name did not. Two conditions were compared: In the same-gender trials (1), the competitor had the same gender in German as the French target, and in the different-gender trials (2), its gender differed. The competitor's gender in French always differed from the target.

Both bilingual groups fixated the competitor significantly more often than distractors when gender did not interfere (1), confirming that L2 nouns may be partially activated during L1 recognition, at least for listeners currently living in an L2 environment. However, the effect was numerically smaller for the French-German bilinguals, supporting previous findings that the magnitude of crosslinguistic competition may be dependent on language proficiency. Fixation proportions to competitor and distractors did not differ for the control group.

In (2), however, the effect disappeared in the bilinguals: When the German competitor's gender differed from the French target, the competitor was not activated despite onset overlap. Bilinguals excluded disagreeing German competitors from the very start from competition. Thus, in addition to bilingual listeners being unable to ignore irrelevant vocabulary and phonemic categories of other languages during lexical access, they also seem unable to ignore irrelevant lexico-syntactic gender constraints, for both cognate and non-cognate nouns.

The Role of Television and Literacy Practices in Heritage Language Maintenance

Chanyoung Park

The purpose of this study is to examine the role of television and literacy practices in heritage language maintenance. The participants of this study are the 30 Korean descent immigrant adolescents in the U.S. Using a survey, information regarding their behavioral patterns of watching television and literacy practices both in Korean and English were collected in order to ask following questions: 1) Do watching television in Korean affect their Korean heritage language proficiency? 2) What are the roles of literacy practices in their heritage language maintenance? ANOVA and Regression Analysis were used in analyzing data. I found from ANOVA analysis that there are significant group differences between those who watch television in Korean in their perceptions of Korean oral proficiency. I further analyzed using

regression analysis to see how individual's watching television affected their perceptions of their heritage language competence. The results show that we can conclude that the more you watch television in Korean television at home, the more they feel competent about their Korean oral competence.

Simultaneous dual literacy development in multi-age schooling in Japan: Does dissimilarity in orthography and literacy tradition (Japanese and English) work as an advantage?

Steven Parr, Kazuko Nakajima

Orthographical differences have been considered as a negative factor in terms of cross-lingual transfer, especially in parallel literacy curricula of two dissimilar languages (Genesee, 1979; Bialystok, 1999; Reyes, 2000). However, it has also been suggested that they could work as an advantage due to less potential linguistic interferences (e.g. Wong Fillmore & Valadez, 1986).

The study has been conducted at the New International School (Pre-K age 3 to Grade 9), Tokyo, Japan, established in 2001. Approximately 65% of the school population are from Japanese-speaking families (35% both parents Japanese, 30% one parent Japanese) eager to learn English as an international language. As a school policy, both English and Japanese have been used on equal basis as a medium of instruction of major academic subjects: language arts, math, science and social studies, although approximate class time allotted to each language varies somewhat depending on the level and the student: Pre-school (50-50%), Primary A & B (55%-45%), Primary C and Upper School (60-40%).

With focus on phonological awareness, reading time/accuracy, reading comprehension and reading strategies, the bilingual data of 124 children has been collected using standardized tests and DRA (Developmental Reading Assessment K-3, by Beaver, J., 2001, modified for Japanese). The statistical and qualitative analyses so far indicate that the difference works to an advantage for the majority of the students (Nakajima, 2005). The paper further discusses some exceptional cases and the importance of positive school attitude and instructional strategies to ensure maximum 'cognitive transfer' in both directions, L1?L2 and L2?L1.

VERBAL INFLECTION IN BILINGUAL LANGUAGE ACQUISITION: THE DEVELOPMENT OF AGREEMENT AND TENSE FEATURES IN THE EARLY GRAMMARS (L1 ENGLISH/ L1 SPANISH) OF TWO BILINGUAL TWINS

Isabel Parrado

The appearance of functional categories in the process of both monolingual and bilingual language acquisition has been analysed from different perspectives. On the one hand, the Continuity Hypothesis (Bel 2002, 2001; Guasti 2002; Ojea 1997, among others) favours the presence of functional categories, such as Inflection (Infl) or, according to minimalist accounts (Chomsky 1995), Tense (T), in early grammars; on the other, the Maturation Hypothesis (Serratrice 2001; Mahlau 1994; Radford 1990, etc.) argues that initially children's productions lack functional categories. In the light of this debate, we will first study the early verbs, such as those in (1), produced by a set of English-Spanish bilingual twins in order to determine the presence or absence of T in the two languages:

- (1) a. quiero yo (Leo: 2;04.09)
- b. roars (Simon: 2;05.00)
- c. cae s(t)airs man (Leo: 2;05.00)
- d. vase broke (Simon: 2;05.00)

As we can see in the examples above, first verbs appeared in our data at around age 2;5. This is later than is referred in other bilingual data (Deuchar and Quay 2000; Meisel 1994; among others), but the apparent delay in the manifestation of the first inflected verbs within the linguistic production of our subjects is linked to the condition of them being twins. With regard to this peculiarity, several studies (Dale et al. 1998; Viding et al. 2004, among others) have demonstrated that, in general terms, the linguistic development of twins occurs later if compared with their singleton counterparts, due to the influence of genetic factors. Taking this remark into account, the results of the analysis will lead us to agree with the predictions of the Continuity Hypothesis, since the agreement and tense features of the early verbs performed by the twins, both in English and Spanish, are a supporting evidence for the existence of the functional category T.

In the second part of the article we will pay attention to the acquisition of the inflectional features (tense and agreement) of those English/Spanish early verbs with the aim of establishing if our bilingual twins show a parallel development in their two languages regarding verbal inflection. For this purpose, verbs will be classified in three different periods, which have been settled according to the MLU: an initial period (around 2;05.00), an intermediate (3;09.26), and final one (4;05.26). In the same line of other studies about bilingual acquisition (Serratrice 2001; Mahlau 1994), our findings will not reveal a clear predominance of one of the languages over the other concerning the development of overt verbal morphology.

Input on and off: language attrition and recovery in bilingual children

María Jesús Pérez-Bazán

This paper presents a follow up study on how bilingual children exposed to two languages from birth either maintained, lost, or lost and found their ability in the minority (non-societal) language. Parental strategies and the presence or absence of input are the key elements for language development or impediment. The analysis concentrates on how lack of input leads to language loss, but also under which circumstances can language attrition be turned around and which aspects are pivotal for language recovery.

The starting point is an original longitudinal study of 6 subjects (2;0 - 3;0) simultaneously exposed to English and Spanish in the home in a monolingual community in the USA. The analysis assessed linguistic knowledge in both languages and appropriateness of response to input in conversation. Study results generated a series of conditions under which a child, exposed on a regular basis to two languages in the family, is likely to develop into a productive balanced bilingual, suggesting that input rate (quantity and regularity) is the key factor determining the degree of early bilingual acquisition. In those subjects exposed to similar input conditions the pace of development of morphosyntax, lexicon, etc., in each language was equivalent and comparable to that observed in monolingual children. On the contrary, those subjects exposed to irregular input from the weaker language exhibited unbalanced development, leading in part to substandard rate and order of acquisition or to language loss.

In this paper three case studies are newly approached and compared with respect to language maintenance, attrition, and recovery. One of them was a balanced bilingual at the time of data collection while another one was not. The third subject serves as control for maintenance. Five years after the original data were collected these bilinguals present a range of situations in which the minority language was lost and how, in one case, language ability was recovered after attrition. Comparison data are based on parental interviews and personal observation.

Being the main question where the key for language attrition and recovery lies, this paper aims at demonstrating that input (also related to parental strategies) is the solution and motivation for maintenance in the weaker language. Methods implemented for language recovery will be reviewed, analyzing more and less effective strategies, e.g., traveling to a Spanish-speaking country.

Further questions are addressed: when language use disappears does that automatically mean attrition has occurred or is it possible to recover language ability later on? Is there a specific age when language attrition (or recovery) is more likely to happen?

This paper deals specifically with a group of bilinguals exposed to a non-societal language in the home at an early age. However, both elements analyzed and results may apply to other languages and contexts and they establish a good basis for productive discussions.

Are bilingual children delayed in their first language development? New data from Galician children.

Miguel Pérez-Pereira & Mariela Resches

Comparisons between monolingual Galician speaking children and bilingual Galician and Spanish speaking children were performed on the different sections of the Galician version of the MacArthur-Bates scales (Fenson, et al., 1994). The total number of subjects between 8 and 30 months of age was 1167. 43% of them lived in families where only Galician was spoken, and 57% came from families where both Spanish and Galician were used.

The results found indicate that the bilingual children obtained significantly higher scores than the monolingual ones in the following sections: use of language, regular suffixes, irregular suffixes, MLU of the 3 longest utterances, and sentence complexity. These differences continue to reach significance when controlling the effect of mothers' educational level. No other significant difference was found.

These results indicate that being exposed to two languages does not have negative effects on language development and may even have a positive effect on the acquisition of language during the age period studied. The bilingual children seem to show an earlier mastering of first grammar than the monolingual children do.

The relationships found between measures of vocabulary development and different grammatical development scores of both groups of children are discussed in relation to the language-specific hypothesis formulated by Marchman, Martínez-Sussmann, and Dale (2004). In the present research the comparisons are performed under different conditions, since Galician and Spanish are very close languages, in contrast with the case of Spanish and English. The results found do not support the language-specific hypothesis. It is suggested that the proximity of the languages in contact must be taken into account in order to explain the results.

A Distributed Morphology Approach to early codemixing

Cristina Pierantozzi, Caterina Donati

In Mac Swan's Model of bilingual competence (2005) codeswitching may be seen as the consequence of accessing simultaneously two lexicons in the

derivation. This minimalist approach to code switching is however too strong as it stands in that it does not predict the agreement relation in mixed DPs involving languages pair that realise a different subset of uninterpretable Fs (Radford et al. to appear):

- (1) la fenster; la wassertoia; eine casa; das microfono (Leucò Italian/German child original data)
- (2) a gelato; a bagno; il lion; la butterfly; la spoona (Lucia Italian/English child data reported in Radford et al. to appear)

Taking seriously features checking approaches to computation, those agreement relations appears surprising; if any uninterpretable feature needs to be checked, it is unclear how an uninterpretable F on a functional head in language A can find a goal and get checked if that very same feature is absent in language B. Pattern mixing such as (1) and (2) may receive a straightforward answer in the framework of Distributed Morphology (Marantz 1997; Harley and Noyer 1999). Following Spradlin et al. (2005), Pierantozzi et al. (in press) propose a DM's model of a bilingual competence, that can easily derive the relevant pattern if the child can select an array of F-morphemes from list 1 in language A, and lexicalize them selecting the corresponding L-morphemes from list 2 in language B. This model, positing a double list for each level of insertion provides us to bind a different degree of mixed agreement with: a.) the degree of bilingual mode (Grosjean 2001), b) the level of language dominance. Indeed it has been reported in the literature (Gawlitzek-Maiwald and Tracy 1996; Gawlitzek-Maiwald 2002) that when one of the languages is clearly and strongly dominant, mixings might have a bootstrapping function.

Focusing in the DP's acquisition and using original data from two Italian/German children and one Italian/Spanish, our contribution discusses how external factors such as language dominance can play a role in the activation of the doubled Lists.

In our analysis we will compute the dominance of one language over the other using quantitative criteria, such as a battery of standard criteria proposed by Genesee and Paradis (1995), and qualitative one. In particular in the qualitative analysis we will use: a) the IPSyn (Scarborough, Rescorla, Tager-Flusberg, Fowler, & Sudhalter, 1991) b) to the omission's rate of D in monolingual utterances. This latter analysis is provided in order to verify an interesting asymmetry found in the time acquisition of DP in monolingual and bilingual children (Chierchia et al. 1999, Kupish 2003) that can influence the "dominance" of one language. Comparing the result with the different mixed agreement patterns found in our data we will show that the different types of mixed agreement displayed in early codemixing is correlated to a different degree of language dominance.

Contact-induced grammatical change in Hiberno-English: constructions, parameters, or what else?

Lukas Pietsch

Literature on contact-induced grammatical change tends to be divided between skeptical views, regarding genuine instances of directly contact-induced structural change as quite rare, and much more optimistic views, regarding contact as a prominent or even necessary source of grammatical change. This apparent empirical contradiction in the literature is partly related to an area of wide-spread conceptual vagueness: when listing instances of assumed contact-induced grammatical change, the descriptive literature often makes little contact with grammatical theory, failing to specify precisely the status and nature of the grammatical entities (“rules”, “structures”, “patterns”, “forms”) that are supposed to be the carriers and objects of the change.

This talk will compare two currently dominant paradigms of grammatical theory with a view of what predictions they make when applied to language-contact scenarios and how well they are suitable to explain the empirical observations made in language-contact studies: parameter-based models as characteristic of mainstream Generative Grammar, and construction-based models as characteristic particularly of the various versions of Construction Grammar (e.g. Goldberg 1995, Croft 2001) but also other related approaches. It will be argued that an approach based on “constructions” as the dominant organising principle of grammars, not least because of its natural compatibility with usage-based models of language change – as employed, for instance, in grammaticalisation studies (Heine/Kuteva 2005) – is particularly suitable for describing and explain some of the properties observed in contact-induced change. Among these properties are its local, piece-meal nature (changes often occurring in individual constructional environments rather than across the whole language system at once), as well as the elusive apparent slowness and gradualness of many of the changes (which make it difficult to determine the cutoff point between mere quantitative changes in discourse preferences and categorial changes in grammatical organisation, and which have rendered it notoriously difficult to pinpoint the occurrence of contact-induced change in real-time studies of bilingual individuals or communities.)

The talk will explore implications and applications of this approach to examples taken from Hiberno-English, the contact variety of English with Irish (Filppula 1999), with empirical findings from corpus work on historical forms of the dialect.

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Object Drop in Early French in Monolingual and Multilingual Contexts

Mihaela Pirvulescu, Ana T. Pérez-Leroux, Yves Roberge

The study of bilingual acquisition shows that even though children are capable of separating their two languages, this does not exclude that the languages are in contact and may influence each other (Kupish, to appear; Müller & Hulk, 2001; Hulk, 1997). In the domain of object drop, Müller et al. (1996) and Müller & Hulk (2001) conclude that quantitative differences in the rates of object drop between bilingual acquisition (high rates) and monolingual acquisition (lower rates) have a language internal explanation: this influence occurs when one of the languages provides a less complex analysis than the other language. Specifically, early object-drop in bilingual children shows influence of the topic-drop language (German) onto non-topic-drop language (French). This view correctly characterizes higher rates of object omission in French in bilingual children as opposed to monolingual French children. How does this approach apply if none of the languages of a bilingual child is a topic-drop language?

In this paper we contrast bilingual French-English children with monolingual French children. Pérez-Leroux et al. (2006) show that French children omit objects in obligatory contexts longer than English children. They argue that the variation in the types of null object contexts in French accounts for this delay and propose a unified account of null objects in child grammar: a null N is uniformly available across languages as a UG-given acquisition default possibility. Following this, we propose a default retention hypothesis: a bilingual child will exhibit a delay attributable to the variability in null object contexts across the languages in the input, independent of whether the other language is a topic drop language, and of whether the other language of the bilingual has developed faster.

21 French children from Toronto and 13 age-matched children from Montreal participated in this study. The Montreal children attended a French language school and came from monolingual families. The Toronto children attended French language schools (which have a French-only policy). Several of these children came from mixed language families; all had been exposed to English in some measure. Children were tested with questions prompting VPs in

general (what was the girl doing?) and with questions targeting pronominal objects (what did the girl do with the sandwich?)

The overall mean of null objects produced per condition for each subject was entered into statistical analysis with location (Montreal=monolingual context; Toronto=bilingual context) as a between-subjects factor, and story condition as a within-subject factor. Location was significant ($F_{1,32}=6.121$, $p=0.01$). The data shows significantly higher rates of retention of object omission across contexts in the bilingual group as compared to the monolinguals. We argue that this comparison favors the default version of the strong nativist view, which sees language acquisition as specialization from generality.

Child and Adult L2A: Same Source, Different Paths of Development

Elisabet Pladevall-Ballester

Rarely is emphasis placed on comparing child and adult L2A in second language acquisition studies. L2A theories are usually based on adult non-native grammars and on their differences and similarities with respect to child L1A, and when child non-native grammars are explored they are often only compared to child L1A (Lakshmanan, 1993/1994; Haznedar, 1997, 2001; Prévost and White, 2000).

Yet recent work by Schwartz (2003a, 2003b), Weerman et al. (2003) and Unsworth (2004) shows that comparing child and adult L2A may determine to what extent, if any, UG is involved in adult L2A (Schwartz and Sprouse, 1996, 2000; White 2003). Assuming that UG guides child L2A and that L1 transfer affects both child and adult L2A, Schwartz (2003a) posits that if child and adult L2A development processes are the same, then adult L2A is also guided by UG. Whereas Unsworth (2004) maintains that child and adult L2A display the same course of development, which is different from child L1A, Weerman et al. (2003) propose that it is child L2A and child L1A that have the same course of development, which is different from adult L2A.

The present study explores cross-sectional comprehension data from Spanish-speaking child and adult L2 learners of English and focuses on the acquisition of the syntactic requirement of obligatory pronominal, expletive and preverbal English grammatical subjects as recently outlined in Platzack's (2004) 'Person Phrase Hypothesis'. An oral elicited grammatical judgment task was administered to 27 Spanish-speaking 5, 10 and 17 year-old children who were all first exposed to English at the age of 4 in an immersion English-speaking school and to three control groups of monolingual English children. Similarly, a written grammatical judgment task was administered to 91 Spanish-speaking adults who had started learning English during adolescence or adulthood and to a group of 12 native speaker controls.

Our experimental data confirm neither Unsworth's (2004) nor Weerman et al.'s (2003) findings. Spanish-speaking adult and child L2 learners of English do not follow the same developmental pattern, as far as subject development is concerned. Following Schwartz (2003a), we assume that child L2A is both guided and constrained by UG, although it differs from child L1A in that L1 transfer is present. Yet we propose that adult L2A results from a different process which, even if it is constrained by UG, it is not directly guided by it and in which L1 influence plays a greater role. Our analysis is best accounted for by Liceras' (1996, 1998) approach to adult L2A, by which adults possess a mature UG and process L2 data through secondary domain specific (i.e. linguistic and not general) mechanisms. UG indeed constrains L2 interlanguage but does not guide it as in L1A. Instead, a process of local restructuring takes over in adult L2A and what might be often taken as "resetting of parametric properties" is in fact superficial native-like structure.

Priming in the mental lexicon between mother tongue and a foreign language

Tünde Éva Polonyi

This research studied lexical retrieval in bilinguals, involving issues connected with sentence-parsing and ambiguity resolution. The specific question of the experiment was whether in a disambiguating context the processing of an ambiguous word in one language facilitates the access of both of its meanings in the other language of the mental lexicon.

In the study a cross-modal priming experimental setup was applied: the subjects listened to Hungarian or English sentences ending in an ambiguous word, then with 16, 100 or 500 ms latency a word appeared on the screen in the other language, they had to read out as fast as possible. The target word was an associate of either the biased or the nonbiased meaning of the prime-word or a control word. In addition, the meaning of the prime-word used in the sentence, as well as the target word could be a subject or a verb in order to examine the semantic relationship between parts of speech.

There were three experimental groups: Hungarian university students majoring in English, Hungarian-English bilinguals and Hungarian-English interpreters, in total 110 subjects. All subjects had Hungarian as their mother tongue and used English in their everyday life. After the experiment, subjects filled out a questionnaire containing issues concerning their process of learning and using English.

Response latencies for the associates of both meanings of the ambiguous word were compared to that of the control word. Results showed no clear time-course of lexical access that after multiple access of meanings comes selective access. Late phase of sentence processing might be characterized by activation

of both meanings of the ambiguous word (L1 à L2). In addition, facilitation was influenced by the part of speech of prime word: the assumption of multiple access of meanings at long latency was valid only if both prime and target was a noun. Implications of the findings for models of lexical retrieval and theories concerning bilingual mental lexicon are discussed. Our results seem to favour an interactionist interpretation of sentence parsing and the interdependence-hypothesis of languages in case of bilinguals.

Bilingualism in a Sri Lankan context: an analysis of Modern Sinhala and Sri Lankan English

Neelakshi Chandrasena Premawardhena

This study examines the impact of bilingualism on modern Sinhala and the Sri Lankan variety of English due to the influence of native speakers competent in the two languages Sinhala and English. Sinhala is the majority language spoken in Sri Lanka with Tamil and English being the other two national languages. According to available statistics 74% the population in Sri Lanka speak Sinhala, 18% Tamil and 10% is competent in English. The bilinguals taken into consideration in this study are Sinhala and English speakers who are mostly restricted to the urban areas in the country. However, English is taught in schools from grade one onwards. It is also noteworthy that Sri Lanka possesses a very high literacy rate of over 93%.

English has been in use in Sri Lanka for centuries and the country has its own variety – Sri Lankan English – that has been given its due recognition in the recent times (Gunasekera, 2005). While bilingualism is evident mainly among the urban population, there are two categories of speakers to be found when analysing the data available, i.e. bilinguals who mainly use Sinhala in their discourse with heavy use of English loan words, and speakers with English as their predominant language with frequent borrowings from Sinhala. Code-switching is common among both groups.

Since this study demands the analysis of both Modern Sinhala and Sri Lankan English, authentic data from available corpora, i.e. a Corpus of Spoken Sinhala and secondary data from recent studies (Ch. Premawardhena, Gunasekara) were analysed in the light of linguistic borrowing, code switching, code mixing and their impact on the two languages.

Standard British English has been the basis for Sri Lankan English with Sri Lanka being under the rule of the British for over a century. Furthermore, English has been the major cause for language change due to linguistic borrowing in Modern Sinhala resulting in significant changes in the structure of phonetics, phonology, syntax, semantics and pragmatics (Ch. Premawardhena 2003, 2004, 2006). Likewise, Sri Lankan English has its own variety of phonetic, morphological, syntactic, semantic and pragmatic

features which show closer affinity to Sinhala than to Standard British English.

This paper will analyse the structural changes that have occurred in modern Sinhala due to bilingual speakers and also identify the unique features of Sri Lankan English where the influence of Sinhala is evident. In this context, the socio-cultural aspects will be a key issue with Sri Lankan English adapting the Standard British English to suit the Sri Lankan culture, norms and traditions. Albeit not much importance has been given in Sri Lanka to research on bilingual speakers of Sinhala-English, it is evident from this study how significant their contribution is in respect of language change in Sinhala and also in creating their own variety of English – the Sri Lankan English.

THE IMPACT OF TRANSLATION AMBIGUITY AND WORD CLASS ON BILINGUAL PERFORMANCE

Anat Prior, Judith F. Kroll & Brian MacWhinney

We examine the impact of translation ambiguity and word class on bilingual performance. Research on bilingual translation processing has typically employed nouns with unambiguous translations. However, it is not clear that the processing of these items is generally representative of translation processing (e.g. Van Hell & DeGroot, 1998). Verbs are known to behave differently from nouns linguistically (Wierzbicka, 1988) and conceptually (Gentner, 2006). These differences may have consequences for bilingual representation. Further, translation ambiguity also has important consequences for bilingual performance (Tokowicz & Kroll, in press; Tokowicz, Prior & Kroll, in preparation).

The first study examined nouns, verbs and class ambiguous items with various lexical properties in English and Spanish. Proficient bilinguals translated words offline. We explored the contributions of word class, frequency, concreteness, cognate status and context availability as predictors of translation ambiguity and translation choice. Half of the items studied in each language had more than one translation. Word class predicted number of translations – nouns had fewer translations than verbs, which had fewer translations than class-ambiguous items. Word frequency and imageability were negatively correlated with number of translations. The translation probability of specific responses was positively correlated with word frequency, imageability and its form similarity with the stimulus word.

The second study used stimuli from the first study to examine the effects of word class and translation probability on online measures of performance. Bilinguals performed forward and backward translation production and recognition. Translation probability was a significant predictor of reaction times and accuracy rates, so that lower probability translations took longer to

produce and verify. Word class had a significant effect as well - the performance for verbs and class ambiguous items was lower than for nouns. We consider the implications of these results for models of bilingual conceptual representation.

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Bilingual language change: Evidence from a longitudinal study of Turkish-German intonation patterns

Robin M. Queen

Most of the work that has examined intonation in the context of bi or multilingualism as done so from the perspective of language learning (e.g. Chun 2002) or from the perspective of individual bilinguals, usually children (e.g. Gut 2001). Only a very few studies have focused on the question of intonational contact (Cichocki and Lepetit 1986; Lefkowitz 1996; Queen 2001; Birkner 2004; Colantani and Gurlekian 2004; O'Rourke 2004; Queen 2006), and much of this research focuses on situations in which communities had or were in the process of shifting to another language. Of the few that examine dynamic situations of intonational contact, all have presented the results of a single study done at one point in time.

In contrast, the data reported on here come from both a dynamic situation of contact and two different points in time. However, the patterns exhibited do not differ significantly across time and thus offer strong evidence of an intonational change that is directly tied to language contact and bilingualism. The change in question involves the realization of phrase-final rises as produced by 2nd and 3rd generation Turkish-German bilinguals living in Germany. These speakers produce two phonetically, phonologically and

pragmatically distinct rises, one of which appears more canonically Turkish and the other of which appears more canonically German.

The time depth involved in this study is ten years, with the first data sample being collected 1994 and the second in 2004. The data from the 1994 sample are drawn from 12 ethnically Turkish children (ages 10-12; 7 girls and 5 boys) and the data from the 2004 sample are drawn from 12 ethnically Turkish adults (ages 22-32; 7 women and 5 men). All participants were born in Germany to Turkish-speaking parents, and all performed a directed conversational task in both German and Turkish. 966 phrase-final contours taken from the German data are analyzed using the ToBI descriptive framework as it has been modified for German (Bauman, Grice and Benz Müller 2001). 292 phrases come from the 1994 data and 674 come from the 2004 data.

The primary phonetic differences between the two rises include the relative alignment of the rise within the phrase and the slope of the rise, with Turkish-like rises aligning on the final syllable of the word regardless of the stress pattern and showing a significantly steeper slope than German-like rises. All the bilingual speakers in these data showed evidence of both rises, with Turkish-like rises being used primarily to indicate pragmatic salience or specific kinds of discursive junctures (like the transition from an orientation to a complicating action in a narrative) and German-like rises being used to indicate discourse continuity. There are no significant differences between the two samples in the use or frequency of the rises, nor are there significant differences between individuals within the two data sets.

Clitic doubling among Spanish/Nahuatl bilingual children: A case of cross-linguistic influence

Alma Paulina Ramirez-Trujillo

Although recent research (Paradis and Genesee 1996) suggests that two simultaneously acquired languages are developed differently, the possibility of crosslinguistic influence is never excluded (Hulk and Müller, 2000). Some authors consider that the most vulnerable areas for crosslinguistic influence are those of interface nature, where C-domain is included (Hulk y Müller, 2000). According to some authors it is in this domain where clitics are located (Uriagereka, 1988; 1992). In this paper, I will discuss transfer from one language to another, which in most situations of bilingualism may lead to linguistic change in one of the two languages. A possible example of crosslinguistic influence that leads to change is found in contact situations, such as that of indigenous languages and Spanish. I will focus on the usage of accusative clitic doubling among bilingual Nahuatl/Spanish children in Mexico.

I will show that clitic doubling in Spanish, as shown in (1), is a common characteristic found in Nahuatl indigenous communities. In particular, this doubling lacks gender and number agreement with the object, which is obligatory in standard Spanish.

- (1) Yo lo quiero tortillas
I-pro it-masc-sing want-1st tortillas-fem-pl
'I want tortillas'

I assume that the function of the clitic "lo" (it), in indigenous Spanish dialect, is to show object agreement (Suñer, 1988; Franco, 1993) since this is obligatory in Nahuatl, as shown in (2).

- (2) Ni- k- nequi tortillas
I-pro it-obj. agreement want-1st tortillas-fem-pl
'I want tortillas'

Accusative clitic doubling of Noun Phrase (NP) objects is common in some regional dialects of Spanish, in particular River Plate Spanish. In these dialects it obeys certain restrictions (Suñer, 1988), namely the doubled NP must refer to a specific, human entity. Several authors have pointed out that these restrictions seem to be weakened or to disappear in communities where Spanish is in contact with indigenous languages, for example in Peru (Sánchez, 2003; 2005), presumably due to language contact. Very little work has been carried out in Mexico in relation to this hypothesis (see Lastra, 1992). The research was carried out in two Nahuatl-Spanish bilingual communities, "San Isidro Buensuceso" (Tlaxcala, Mexico) and "La Resurrección" (Puebla, México). I tested eleven bilingual (Spanish-Nahuatl) children from 4 to 11 years old, eliciting the relevant structures from informants using a type of grammaticality judgment task and a production task designed for the age group. The results show that specificity is not a factor in the clitic doubling. This fact has been found in Quechua-Spanish bilinguals (Atoche, 2001; Sánchez, 2004). We also noticed, as we expected, a preference for clitic doubling in transitive constructions. These findings contribute to the validation of our hypothesis about crosslinguistic influence due to language contact and the vulnerability of the C-domain.

Language attitudes among Puerto Ricans in Ohio

Michelle Frances Ramos Pellicia

Studies have demonstrated the role of language attitudes in language variation and change (Almeida 1994; De Granda 1979; Garcia 1988; Labov 1966/1982). Research within the field, however, has not considered a detailed study of language use and self evaluations of language attitudes by generation in Spanish – English bilingual communities.

This presentation analyzes the attitudes of Puerto Ricans living in Lorain, Ohio and correlates these with their linguistic behavior to understand their roles in maintaining stigmatized and/or conservative variants (e.g., vowel raising of /e/, lateralization of /r/) for different variables in their dialect.

The data were collected from questionnaires completed by 60 participants from three different generations. The questionnaire collected self-reported data on their language usage. The responses to the questionnaire were matched with conversation samples collected from the same participants.

The preliminary results show that there is a strong correlation between feeling strongly about Puerto Rican identity and about Puerto Rican Spanish and preserving one's oral abilities in the dialect.

The results demonstrate the significance of investigating speakers' attitudes when research is conducted on the preservation of dialectal features and/or the introduction of innovations in a community's dialect. The strong attitudes Lorain Puerto Ricans express towards the use of their Spanish are directly correlated to maintenance of certain features of Puerto Rican Spanish in the community. Without these strong attitudes, Puerto Rican Spanish in Lorain would have disappeared, or would have been dramatically altered so as to become a different dialect.

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Grammatical Aspect in adult L2 French

Susanne Rieckborn

In the present study I investigate the development of grammatical aspect in second language acquisition. The aim is to determine whether L2-learners have full access to UG. Following Smith & Tsimpli (1995) I assume that functional features which are not instantiated in the L1 are no longer accessible in L2 acquisition.

My analysis is based on data of 30 German learners of French. The data was elicited by means of a picture story. In addition the L2-learners had to judge 25 acceptable and unacceptable sentences containing passé composé and

imparfait forms. Their judgements were compared to those of 11 native speakers of French.

I start from the assumption that there is a feature [+perfective] which can project its own syntactic category AspP (Giorgi & Pianesi 1997). This feature realizes the perfective/imperfective opposition in French. In German syntax, however, AspP is not present because in German grammatical aspect is not expressed morphologically. As the feature [+perfective] is not instantiated in the L1 of the 30 L2-learners, my hypothesis is that it is not accessible in L2 French. I therefore assume that the acquisition of the aspectual distinctions cannot be explained in terms of parameter setting. They have to learn the distinction between perfective and imperfective events in a step-by-step-process.

Both the results of the production test and the acceptability test confirm this hypothesis. The 30 participants were divided into three different groups (I = basic knowledge, II = advanced, III = fluent). The results of the production test indicate that only the learners of group I had problems with the expression of tense. Aspect however represents a problem even for the learners of group III who have been living in France for several years. These results are confirmed by the acceptability test. I compared the judgements of all three groups with the judgements of the 11 native speakers. The Mann-Whitney U-test showed significant differences for all three groups. A comparison between group I and the native speakers revealed deviant judgements for nearly every sentence. Both groups, II and III, show better results. Nevertheless, there are a few sentences indicating that even the fluent speakers assigned target deviant interpretations to the aspectual forms. Furthermore there is no abrupt change in the grammar of the learners discernible, which would indicate the acquisition of a grammatical feature.

I conclude from my results that German L2-Learners of French do not have access to the grammatical feature [+perfective] but have to learn aspectual distinctions in a functionally guided process.

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Impact of intergenerational relationships on children's bilingual learning identities

Mahera Ruby

Through their life experiences, grandparents have developed knowledge and skills which they are able to use with their grandchildren to promote learning and to maintain linguistic and cultural identity. This paper will look at the impact on children's heritage language maintenance of interactions between grandparents, parents and children who constitute the first, second and third generations of Bangladeshi families settled in East London. I have analysed these interactions within a socio-cultural framework that considers parenting as a set of social and cultural practices rooted in wider ideological beliefs, which in turn have long histories of their own.

My research participants are children between the ages of seven and nine, and their parents and grandparents, from three Bangladeshi families in the East End of London. The study also involves the class teachers of the children. Initial findings suggest that grandparents have become a resource for each family in the following ways:

- Enabling the children to engage in everyday activities using Sylheti/Bengali, thus supporting children's bilingual learning identities.
- Helping to link children's family history to their present context, enabling the children to build a strong identity based on who they are and where they belong in the extended family jigsaw.
- Enhancing and enabling the existence of multilingual families in new contexts.

In order to gain an understanding of the areas mentioned, multiple methods of data collection have been used, including ethnography, interviews and observation of specific tasks.

The study indicates that a clearer recognition needs to be given by schools to the knowledge children bring from home, and a framework needs to be developed from studies like my own based on bilingual children's strengths rather than biased against them. This would enable those involved and interested in young children's education to understand the experiences of these children within multicultural settings and thus improve support for their learning.

This study also aims to highlight the need for all educators to better understand the critical role and functions of heritage languages in the personal, academic, and social trajectories of linguistic minority students.

Language Mixing in Gibraltar: Evidence from Noun and Complementizer Phrases in Yanito Discourse.

Carmen Ruiz-Sanchez

Gibraltar's everyday language, commonly known as Yanito, consists of a mixture of English and Spanish with a small lexical substratum from Italian, Hebrew, Arabic, Portuguese, and Maltese, the vestige of the presence of many European immigrants since 1704 (Cavilla 1978, Kramer 1986, and Lipski 1986). Nowadays, this language variety reflects the current predominance of English and Spanish in the Gibraltarian community, which has become an important part of its people's identity. The few studies on Yanito have described this language mixture as code-switching (CS), and have focused on possible constraints governing it (Lipski 1986, Moyer 1992, Ruiz-Sánchez 2005). This paper, on the other hand, shows that the switching of codes found in Gibraltar may actually be giving way to the emergence of a mixed language of its own, as it shares many of the social and linguistic properties that are characteristic of other well-studied mixed languages, like *Media Lengua* in Central Ecuador (Muysken 1997, Thomason 2001, Gómez-Rendón 2005).

This study uses different data collection methods: recordings of interviews and naturalistic data (both my own and some of Moyer's, 1992), written excerpts from emails, discussion forums, and from the online magazine *Panorama*, and the results from an acceptability judgment task. The participants are fluent bilinguals who have been born and/or lived in Gibraltar for most of their lives. The goal of this paper is to demonstrate the existence of patterns of language mixture in Yanito discourse. In particular, this paper analyzes noun and complementizer phrases (NPs & CPs), which, according to Ruiz-Sánchez's findings (2005), present a marked tendency of directionality, in which function words tend to be expressed in Spanish while content words are preferably expressed in English.

The analysis of the Yanito data shows that speakers in this community consistently switch languages at functional junctures within NPs and CPs in their natural speech, considered impossible in previous generative accounts of CS (Belazi et al. 1994, Toribio 2001), and judge those switches acceptable. Switches between the complementizer and its IP, and the determiner and its NP are indeed very common in Yanito, and the speakers find them completely acceptable, but what is most revealing about these results is that Yanito speakers only produce or accept such a change of codes when the direction of the switch is from Spanish to English, with function words expressed in Spanish and its respective complements in English. These findings suggest patterns of language mixture in Yanito, in which grammar/functional elements of Spanish, the earlier dominant language in this community, are carried into the now dominant language, English. The study finishes with further evidence for the treatment of Yanito as a mixed language, and with some interesting

parallelisms between Yanito, an incipient mixed language, and Media Lengua, a well-attested one.

Bilinguals' Processing of Semantic and Grammatical Gender as Revealed by Eye Movement Records

Nuria Sagarra

While there is consensus that adult native speakers of languages without a complex gender system encounter difficulties in acquiring L2 gender agreement (Arteaga & Herschensohn, 2006, *inter alia*), it is not clear what factors present challenges for these learners. One line of studies holds that late bilinguals cannot acquire gender marking because their syntax fossilized after puberty due to a critical period effect (Hawkins & Franceschina, 2004; Franceschina, 2005). Another line of research sustains that morphological errors are not the result of syntactic flaws and that late bilinguals can achieve native-like grammatical competence in the L2 (Bruhn de Garavito & White 2002; Herschensohn 2004; White, Valenzuela, Kozłowska & Leung, 2004). On this latter view, morphological errors owe to difficulties in phonetic spell-out, rather deep syntactic deficits. If errors are caused by superficial performance mistakes, it is important to employ online measures to determine what factors prompt such performance mistakes in bilinguals (e.g., Hahne & Friederici, 2001).

The present study investigates the effect of proficiency level and working memory on the L2 processing of semantic and grammatical noun-adjective agreement in DPs. 32 Spanish native speakers (control group) and 64 late bilinguals (32 beginners, 32 intermediates) completed a language background questionnaire, a language proficiency test, a pretest, and an eye-movement test. The eye-movement test followed a counterbalanced within-subjects design in which participants read 121 sentences: 5 practice sentences, 76 fillers, and 40 experimental sentences (10 per condition). Participants read the sentences at their own pace and answered a comprehension question after each sentence.

Semantic gender agreement:

El padre tiene el esposo perfecto para su hija
The father has the husbandM perfectM for her daughter

Semantic gender violation:

*El padre tiene el esposo perfecta para su hija
The father has the husbandM perfectF for her daughter

Grammatical gender agreement:

El padre tiene el trabajo perfecto para su hija
The father has the jobM perfectM for her daughter

Grammatical gender violation:

*El padre tiene el trabajo perfecta para su hija

The father has the jobM perfectF for her daughter

Repeated-measures ANCOVAs based on the mean reading times on the adjective revealed significant differences: native speakers were equally sensitive to grammatical and semantic gender violations; intermediates were only sensitive to grammatical violations; beginners overlooked all gender violations. Moreover, working memory modulated sensitiveness to L2 gender violations. These findings are in line with Missing Inflection models (e.g., White et al., 2004) and working memory capacity theories (e.g., Baddeley, 2003). Finally, processing of gender agreement initially involves semantic features checking in L2 learners, but not in Spanish native speakers (see also Barber, Salillas & Carreiras, 2004).

Morphological awareness, phonological awareness, and reading in English-Arabic bilingual children

Elinor Saiegh-Hadadd

Morphological Awareness, Phonological awareness, and Reading in English-Arabic Bilingual Children

This exploratory study tested (a) the relationship between phonological and morphological awareness in English (L1)-Arabic (L2) bilingual children in Canada (N=43), and (b) the relevance of these skills to word reading accuracy, pseudoword decoding, and derived-word reading fluency.

It was predicted that there would be a cross-linguistic relationship between phonological awareness in L1 and in L2. However, morphological awareness in the two languages would not correlate, as the two languages are typologically different and use different derivational processes (linear versus non-linear affixation). The results confirmed both predictions.

As to cross-linguistic differences in the relevance of phonological versus morphological awareness to reading, two hypotheses were tested: The first is the morphological transparency hypothesis, according to which morphological processes would be used more in reading morphologically transparent English than morphologically opaque Arabic. The second hypothesis is the orthographic depth hypothesis, according to which phonological processes would be used more in reading orthographically shallow Arabic than orthographically deep English. The results of the study supported both hypotheses. It was found that, while both phonological and morphological awareness in English predicted independent unique variance in English word reading, only phonological awareness in Arabic predicted Arabic word reading. Also, while phonological awareness was the only predictor of

pseudoword decoding in both languages, it was a stronger predictor of pseudoword decoding in Arabic than in English.

The results from the derived-word reading fluency task showed that task demands may be more important for processing than either morphological or orthographic transparency features. It was found that morphological awareness predicted more variance in derived-word reading fluency than in either word or pseudoword decoding accuracy in both languages. Moreover, in both languages, phonological awareness did not explain unique variance in derived-word reading fluency beyond morphological awareness. Also, even when phonological awareness was entered first into the regression equation, morphological awareness continued to be a significant predictor of reading fluency in both languages. These cross-linguistically consistent findings imply that, when readers are required to read morphologically complex words rapidly, morphological awareness skills predict their derived-word reading fluency, regardless of orthographic depth or of morphological transparency.

In summary, the study support the notion that readers need to orchestrate both phonological and morphological skills in reading. Yet, the extent to which readers rely on morphological versus phonological processes in reading may depend on the language's typological and orthographic structure, as well as on task demands.

Processing homographs by Kannada-English bilinguals: A comparison between non-alphabetic and alphabetic languages.

Savitha S, Anitha.T, Anjali.G and Prema.K.S.

Introduction

Research on bilingualism witnessed great interest in investigating the mechanisms which allow bilinguals to switch between their two languages (e.g., Smith, 1997) and the time bilinguals take to decode/ encode linguistically mixed input /output during comprehension/production tasks by employing 'pure lists' and 'mixed lists'. Experimental evidence of this role was provided by Grainger and Beauvillain (1987) where they had French-English bilinguals perform a language inclusive lexical decision task in pure and mixed list conditions. They reported significantly higher reaction times to mixed list stimuli than to those in the pure lists.

Need

In India majority of the languages are syllabic/semi-syllabic in nature and has the second largest number of English (alphabetic) speakers in the world. Most of the studies were done in French and English which employ the same alphabets unlike English and Kannada. By virtue of the nature of differential orthography in English and Kannada, you may not find the same results as in French-English. So, this study would be more interesting.

Objective

The present study examines comprehension of visually presented words by bilinguals who use an alphabetic (English) and non-alphabetic (Kannada) languages to investigate the impact of the structure of orthographic differences on the performance of bilinguals when they have to switch between languages. The main question addressed here is whether the difference in orthography of the two languages will eliminate the language switching costs. This is examined by employing recognition tasks and lexical naming tasks in pure and mixed list conditions. Homographs in Kannada are invariably homophones too while it is not so in English. Therefore, it is highly likely that there might exist a large difference between lexical recognition and naming performance for English and Kannada.

Method

Subjects: 20 adults aged 18-30 years were recruited for the study. Proficiency in English and Kannada was assessed on a language proficiency scale.

Stimuli:- Two pure lists with 10 homographs each in English and Kannada and one mixed list with 20 English and Kannada homographs. In the pure lists, 10 homographs with only two meanings (10x2) were presented thrice (10x2x3 words). Each time the lists were presented it was randomized differently. 10 homographs in English and 10 homographs in Kannada used in the pure lists were randomized and presented in the same manner (20x2x3) as the mixed list.

Task: Priming task with homographs as target and a semantically related picture as prime was used. Reaction time for recognition and lexical naming of English and Kannada homographs were measured.

Results and discussion

The performance in the task across alphabetic and non-alphabetic languages would be discussed with reference to role of orthography in bilingual processing.

Language Purism: A View from Below

Reza G. Samar (Post-doc), Babak Dadvand (MA Student), Hadi Azimi (MA Student)

Among myriads of Language Planning (LP) goals, language purification refers to attempts made by various agencies in order to strip a language of its non-native, foreign elements, mostly loan words, so that it regains its purity and 'lost dignity' (Thomas, 1991; Schiffman, 1996). In fact, many of the world's languages, e.g., French, Spanish, German, Korean, Turkish and Persian to name a few, have been, and some still are, the host of purification efforts each with varying degrees of success. As part of a larger sociopolitical movement, the purification policy of Persian language commenced a few years ago by the

Iranian Academy of Persian Language and Literature. The primary targets of this purification agenda were English loan words (both general and technical) some of which had almost entirely integrated into Persian. Indeed, an effort was made to replace these loan words by Persian origin items either through neologism or by drawing on the existing, less frequently used native vocabularies. However, after almost a decade from its inauguration, there seems very little evidence that the program might have achieved this objective, with many people still using the English loan words in their both technical and non-technical uses of the language. Therefore, the present paper tries to look into the underlying reasons of this apparent lack of success. For this purpose, data was gathered in semi-structured interviews from two target groups: a) four Sciences' postgraduates on their uses of foreign vs. native technical terms and b) two participants with no academic degrees regarding the extent to which they employed the new native lexicon in their daily non-technical speech. The transcription and thematic analysis of the responses found the following factors accountable for the hesitation speakers have to use the proposed replacements: 1) an overall negative attitude towards using the new native lexicon and those who use them to excess in their speech, 2) unsuitable substitutes with weird linguistic make-up which can hardly capture the same notions as do the original loan words, 3) marginal elaborative efforts which has caused many of the proposed items to remain obscure for the speakers and 4) a distrust of the Committee's motives in selectively targeting general English loan words, while adopting a 'laissez-faire' linguistic policy towards Arabic origin items in Persian. In brief, little congruence of the current top-down and visible LP models, mostly dictated 'from above' via the government, with 'the views from below' can explain the relative failure of the Committees' efforts. The implication of these findings for LP agendas, especially language purification programs, is discussed at the end.

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Code Switching in Zanjan Turkish (spoken in Iran)

Reza Ghaffar Samar, Faranak Ranginkaman

This study seeks to investigate the effect of the majority (main) languages on minority (ethnic) ones in a country that there is a dominant language and there are lots of minority languages. Iran is one of these countries where there is a dominant language which is Persian, and there are some minority languages such as Turkish, Kurdish, etc. Because of the power of Persian, the official

language and the language of education in Iran, minority or ethnic languages have been highly affected by Persian. This phenomenon seems to be more significant in Zanzan (a city in the Midwest of Iran) in comparison to other cities where Turkish is spoken, due to the relatively short distance between Zanzan and Tehran (the capital). This effect appears in different forms such as borrowing from or code switching to the dominant language. In this article we investigate the Persian items in the speech of Turkish speakers of Zanzan to see whether they are instances of borrowing or code switching. The data are collected through some recordings from daily conversations of four native speakers of Zanzan Turkish. Findings of this study reveal that there are lots of Persian items in the participants' speech and that these items can be categorized into instances of code switching or borrowing.

Assessing Bilingual Proficiency in Dutch/English school-age children

Christina Schelleter & Marjolein Groefsema

An accurate assessment of the language skills in each of the languages of a bilingual child to date is difficult due to the lack of norms and the variation of bilingual acquisition. Even a balanced bilingual will still have language preferences for different subject areas and deploy their linguistic resources differently according to context of acquisition or the particular speaker. This difference in the use of the languages of a bilingual has been expressed as the complementarity principle (Grosjean 1997, 1998). The principle maintains that the languages of a bilingual can be used for different purposes and that the repertoire in each language can change over time. In addition, the language mode at the time of production also affects accuracy and word retrieval.

Differences in the use of the two languages are particularly apparent in the area of vocabulary, where words in one language might lack translation equivalents in the other language due to the languages being used in different contexts. Word knowledge, in turn, affects other areas of language as well as performance in tasks such as reading comprehension.

The present study looks at the assessment of eight bilingual Dutch-English children aged 6 to 8 who all live in England and have one Dutch and one English parent. All children's main schooling is in English but they also attend a Dutch Saturday school that follows the Dutch curriculum. The children attending the Dutch school are assessed on an annual basis by tests of receptive vocabulary as well as reading comprehension and spelling (Cito). These tests are normed on Dutch monolingual school-age children as well as children from non-Dutch origin and are used to measure children's progress in language and literacy. For the purpose of the current study, the results of the receptive vocabulary test and the reading comprehension were taken as evidence of the children's language skills in Dutch. In order to assess their

English skills, a receptive vocabulary test (BPVS) as well as other productive tasks (Renfrew) were carried out.

It was found that, as a group, bilingual children's scores on receptive vocabulary were below that of Dutch and English monolingual children but were at similar levels in Dutch to the scores of children of Non-Dutch origin. At the same time, children's scores on reading comprehension in Dutch was in line with that of monolingual children. For all tests, there was a lot of individual variation in the results, as well as differences in the outcome of the same assessment at different points in time. Reasons for the differences in the results are discussed in relation to the complementarity principle.

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Children's acquisition of regular and irregular morphology: Differences between monolinguals and bilinguals

Christina Schelletter

Frequency of input in the learning of inflectional morphology has been found to be an important factor by the exemplar-based model of the lexicon (Bybee 2001, 2002) as well as the usage-based theory (Tomasello 2003). The Dual Mechanism Model (Pinker & Prince 1988) on the other hand predicts that only irregular morphology is subject to frequency effects.

Regarding bilinguals' acquisition of inflectional morphology, there is the possibility of a lead-lag pattern, depending on the degree of marking in the two languages of the child, or a delay in the acquisition due to a reduced amount of input for each of the languages that are learned.

The current study was designed to compare bilingual English/German children's use of regular and irregular inflections with that of English monolingual children. In particular, both noun plurals as well as past tense verbs were included. For German, past verbs were elicited in terms of the 'Perfekt' as this is the colloquial form used to refer to past events. German in general is more morphologically marked than English and has different noun plural forms, however, according to Marcus et al. (1993), the -s form is supposed to be the default form, despite a low frequency of occurrence.

There are 10 English monolingual children at each of the age levels 3, 4 and 5 and ten bilingual children aged 4. The monolingual English children were given a noun naming task including singular nouns, regular and irregular plural nouns, as well as a verb naming task requiring the children to give

either the present tense form of the verbs, or regular or irregular past tense forms. The bilingual children were given the English noun and verb naming task as well as a similar task eliciting German noun plurals and Perfekt verbs. It was found that all children had a 90 % accuracy on regular noun and verb morphology, however, performance on irregular items varied by age group and language. The 4-year-old monolingual children showed a higher number of overregularisations in both past verbs and nouns than the other age groups and the proportion was also higher than that of the bilingual children. The results will be discussed in relation to the different approaches to the acquisition of inflectional morphology.

Processing of finiteness in Turkish learners of German: Disentangling syntax and morphology

Sarah Schimke

It has been claimed that there is a relationship between the acquisition of productive verbal morphology (morphological finiteness) and verb placement rules (syntactic finiteness), in the acquisition of German as a second language (Parodi, 2000). However, in production studies, it is hard to distinguish between one phenomenon triggering the other and a parallel, but independent development. In this study, we therefore investigated the processing of finite and infinite utterances in a self-paced-listening task. Utterances were of the following four types:

- (1) *Morphologically and syntactically finite* : Der Junge /schreibt /nicht /an /seine Tante. ('The boy/ writes /not/ to/ his aunt.')
- (2) *Morphologically infinite, syntactically finite* : Der Junge / schreiben /nicht /an /seine Tante.
- (3) *Morphologically finite, syntactically infinite* : Der Junge /nicht /schreibt /an /seine Tante.
- (4) *Morphologically and syntactically infinite* : Der Junge /nicht /schreiben /an /seine Tante.

Assuming a strong relationship between morphology and syntax, one would predict an interaction effect, such that if participants show a preference for finite over infinite morphology, it should be stronger with post- than with pre-verbal negation.

Participants were 33 native speakers of Turkish, acquiring German in an immersion setting. They were divided into a less (n=22) and a more (n=11) proficient group. Both groups were judged to be in the process of acquiring finite morphology and syntax, as learners' production contained inflected as well as non-inflected verb forms and pre- as well as post-verbal negation. The same task was completed by 25 native speakers of German. Dependent variables were the listening times on the negator, the verb, and the preposition.

The native control group was slower on the pre- than on the post-verbal negator. They were also slower on infinite than on finite verb forms, but only if the verbs preceded the negator, resulting in the expected interaction between morphology and syntax.

In contrast to the native group, the less advanced learner group processed pre-verbal negation faster, which however was measurable on the preposition only. There was no effect of verb morphology on any of the listening times, and no interaction of it with the syntax effect.

Finally, the more advanced learner group showed the same preference for pre-verbal negation, both on the verb and on the preposition. Interestingly, they were also slower for infinite than for finite verb forms on the verb and on the negator, but this effect did not interact with the syntax effect on any of the listening times.

We conclude that whereas morphology and syntax clearly interact in native speakers' processing, there is no evidence for this in the learners' data, suggesting an independent development of the two domains.

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The Use of Null Subjects by Portuguese Migrants in The Netherlands

Marian Schoenmakers Klein Gunnewiek

The film-retelling task used in a language attrition research project by Schoenmakers Klein Gunnewiek (1998) produced a large amount of material, which can be analysed in different ways. This paper aims at studying the use of null subjects by first generation Portuguese migrants in the Netherlands, in comparison to the use of null subjects by monolingual Portuguese living in Portugal (control group).

European Portuguese is a null-subject language whereas Dutch is not. One would expect that Portuguese migrants in The Netherlands might use significantly more explicit subjects in the film-retelling task than the Portuguese in the control group in Portugal, due to contact with the Dutch language. It is also possible that Portuguese migrants in The Netherlands do use null subjects, but in a different way as their counterparts in Portugal.

The preliminary results of some of the data seem, indeed, to indicate differences in use. However, it is not clear if these differences are systematic and if they can be interpreted as language attrition due to language contact. To test the hypothesis, film retelling task data of 20 Portuguese migrants in The Netherlands and 13 Portuguese in the control group will be analysed. Results of the analysis will be presented and discussed.

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Reading in English (L3) among Russian-speaking (L1): Evidence for positive and negative cross-linguistic transfer

Mila Schwartz, David L. Share, & Mark Leikin

The present study focused on cross-linguistic transfer between L1 (Russian) and L3 (English) in the process of literacy skills development in English as L3. Two main predictions were made. First, it was hypothesized that there would be positive transfer of phonological processing skills from L1 Russian to L3 English even in the context of two linguistically and orthographically distinct languages. Second, it was predicted that, despite similarities between Russian (L1) and English (L3) in letter shapes, the differences between these languages in sound correspondence can interfere with spelling both in L1 and L3. Prior research has pointed to significant advantages for bilingual children over their monolingual peers in the process of L3 versus L2 acquisition due to positive transfer of general proficiency in additional languages and specific language skills such as grammatical rule, morphological and vocabulary knowledge. The present study represents an advance on previous research as it

is the only study, to our knowledge, which has examined the cross-linguistic transfer of phonological and word identification skills from L1 to L3.

The sample of 107 11-year-old children from Haifa, Israel, were divided into three groups matched in age, gender, socio-economic level, verbal and non-verbal IQ: Russian-Hebrew bi-literate bilinguals (literate in L1 Russian and L2 (Hebrew), and English as L3), Russian-Hebrew mono-literate bilinguals (literate only in Hebrew (L2) and English (L3) and Hebrew monolinguals (English as L2). The research was conducted in two stages. In the first stage a wide range of linguistic, meta-linguistic, cognitive and literacy tasks in Hebrew (L2) and in Russian (L1) were administered. In the second stage linguistic, meta-linguistic and literacy skills in English (L3) were assessed.

The results demonstrated that bi-literate bilinguals outperformed mono-literate bilingual and mono-lingual children on a number of basic literacy measures (phoneme deletion and analysis, pseudoword decoding and spelling) in English (L3). Even after controlling for (L2) Hebrew reading accuracy, bi-literacy independently explained 16% of the variance in English reading accuracy among Russian-English fifth grade bilinguals. The data obtained provided clear-cut support for the prediction that phonological processing skills learned in L1 can be positively transferred not only from L1 to L2 but also from L1 to L3 and remain strong predictors of the basic literacy skills developed in L3. We also found the evidence for an interference effect of English (L3) orthography on spelling in Russian manifest that came to fruition in Russian letter substitutions in English.

Processing affective valency of first and second language words: New insights from reaction time measures

Norman Segalowitz, Pavel Trofimovich, Elizabeth Gatbonton, Anna Sokolovskaya

Past studies of how people represent affect-laden words (e.g., warm) indicate that in a bilingual's second language (L2) such words have weaker emotional impact compared to the first language (L1) [1]. The present research looked at whether this pattern reflects language differences in the automaticity of processing emotion word valency.

The study adapted the Implicit Associations Test [2] to investigate automatic processing of affectively laden L1 and L2 words. In 2 studies, L1 English speakers, varying in L2 French skill, performed a reaction time (RT) task in which they judged visually presented emotional phrases (e.g., a warm mother) as “positive” or “negative”. There were 3 congruency conditions—Congruent, Incongruent, and Neutral—each involving the same set of expressions with picture judgments on alternate trials. In the Congruent and Incongruent conditions, pictures were inherently positive or negative (e.g., judge faces as

happy/sad, or judge objects as whole/broken, counterbalanced). In the Congruent condition, one response hand was assigned to positive expressions and pictures, the other to negative expressions and pictures. In the Incongruent condition, hand assignment was crossed, one for positive expressions/negative pictures and vice versa. In the Neutral condition, pictures were judged as food/tools (no valency). Conditions were performed in separate L1/L2 x congruency blocks. It was assumed that there would be automatic, implicit associations between the expression valency and picture valency (positive-happy/whole; negative-sad/broken). In the Congruent condition, hand assignment was expected to result in facilitation (faster RTs) relative to the Neutral condition. In the Incongruent condition, interference effects (slower RTs) were expected. Because processing is normally more automatic in L1, congruency effects were expected to be greater in the L1 than L2. Participants also performed a semantic classification task to provide independent measures of L1 and L2 processing speed and automaticity.

Analysis of variance revealed significant language by congruency interaction effects, confirming expected larger effects in L1 than L2 in the Incongruent condition, reflecting an automaticity difference between L1 and L2. No interaction effect was found in the Congruent condition. Hierarchical regression analyses further examined the relationships between L2 congruency effects and the speed and automaticity measures of L2 lexical access from the semantic classification task, after controlling for L1 processing abilities.

The main conclusion is that the affective component of emotionally laden words is processed more automatically in L1 than in L2, beyond the general superiority of L1 processing. The results have implications for how emotionally laden words are acquired and processed in L1 and L2.

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A longitudinal study of lexical access in successive Swedish/Spanish bilinguals.

Ulrika Serrander

It is a well known fact that when a bilingual subject is processing one of its languages, the other language exerts some degree of influence. The degree of influence has been described as determined by several factors such as experimental setting, or level of proficiency. Evidence comes from both production and comprehension and includes a wide range of experimental tests such as translation, picture naming, priming and lexical decision.

In bilingual picture naming studies, the focus is on lexical access, and research has focused on whether words in both languages are activated in parallel or not. There is compelling evidence supporting the language non-selective hypothesis, at least when the distractor words are not presented in written form.

My investigation contributes to this line of research. Two picture naming tests are performed by the same subjects in both their languages, Swedish and Spanish. One test includes only non-cognate nouns. So far, most picture naming research has focused on performance in the weaker language since stronger influence has been reported from the stronger language. The present study will investigate both directions of influence. And since the study is longitudinal, it might be successful in detecting a development of influence of the weaker language as level of proficiency increases.

For a mayor increase in language proficiency to occur during the time period of the investigation, the subjects must be quite young. A group of successive Swedish children from Spanish speaking homes have been selected. They perform the tests at three different test occasions during a period of two years, at the age of eight to ten years. Since it is difficult to find this kind of subjects with a similar proficiency level, a between group study is not possible.

Much research has reported that words with cognate status are processed differently from non-cognate words. It has been demonstrated, for example, that cognate words are recognized and produced faster than non-cognates. To enrich my investigation, half of the words in the second picture naming study are Swedish/Spanish cognate words. Since non-cognates induce competition and cognates induce facilitation, one mayor finding of the present investigation is to follow the parallel development of how these word types are handled by the cognitive system.

An investigation such as the present is of interest for several reasons. First of all, there is no picture naming study in the present languages. Swedish and Spanish are typologically very different in their phonology. Second, a longitudinal perspective on lexical access is something that has never been done before. Despite the difficulties that a within-subject study over time includes, this can really contribute to our understanding of how the language system of activation and inhibition develops.

“So, ‘word final –s’, what do you do and where do you come from?” An analysis of the addition of a word final –s to the second person singular form of the simple past tense in the spoken Spanish of South Bay, California.

Anna Shakeshaft

When looking for literature on word final –s in Spanish, many articles can be found relating to its deletion (Terrell 1979; Hochberg 1986). However, literature based instead on the addition of a word-final –s is hard to come by, despite this feature being widely recognised as a common feature of Mexican Spanish (Hidalgo 1987). Therefore, the reasons why this feature exists, and its origins have not been fully researched, nor explained.

In my investigation of a situation of three-generational language shift involving the Spanish of Mexican immigrants and their descendents in the South Bay area of Southern California, the addition of a word final –s to the second person singular form of the simple past tense, is a noticeable phenomenon in the collected, spoken data.

A preliminary investigation into the use of this feature based on two triads of participants, indicates that there is a clear decrease in the use of the standard second person inflection in the simple past tense (e.g. *fu-iste* , ‘you went’; *qued-aste* , ‘you stayed’), and a concomitant increase in the use of the non-standard inflection (addition of a word-final –s: *fu-istes* , *qued-astes*) as we move through the generations. Early evidence from this data suggests a correlation with both proficiency and generation, thus inferring it to be a feature of linguistic obsolescence.

The linguistic data stems from two sets of spontaneous speech recordings (inter- and intra-generational), where participants were asked to record free, informal conversations, in pairs, using as much Spanish as possible. The functional and attitudinal data is based on responses from a tick-box questionnaire that focussed on language use and speaker attitudes, and the social data results from a form entitled, ‘About Me’ which was designed to elicit personal information and a basic sociolinguistic background for each participant. Thirty-two participants took part: 8 first-, 11 second- and 12 third-generation.

This paper will provide findings from an extensive sociolinguistic analysis of this feature using VARBRUL. In order to employ a holistic approach to this research, and to achieve a comprehensive and robust analysis of this feature, the factor groups analysed have been extended to include not only linguistic and social data, but also functional, and attitudinal data. Consequently, not only will the preliminary findings be proved or disproved, but clearer indications as to what the real constraints of this feature are can be proposed. It will also be possible to make hypotheses as to whether this is a contact-induced feature, and whether this feature will become an established and stable feature of US (Mexican) Spanish.

Does L1 word frequency play a role in L2 processing of cognates?

Marina Sherkina-Lieber

In this paper, the relation between the cognate effect and word frequency in both L1 and L2 has been explored. It is well-known that bilinguals process cognates faster than non-cognates. One possible explanation is a cumulative frequency account, where cognate representations are shared between the two languages, so the frequency of a cognate for a bilingual is the sum of L1 and L2 frequencies, and the cognate effect is a frequency effect. This possibility was tested in a lexical decision task in L2 (English) with unbalanced Russian-English bilinguals. Russian-English cognates were divided into 5 groups: words with high frequency in both languages (HH), words with low frequency in both languages (LL), and three groups of words with medium frequency in English: MM (medium frequency in Russian), MH (high frequency in Russian), and ML (low frequency in Russian). Five groups of non-cognates with the same English frequency were also created.

While cumulative frequency accounts predict more facilitation for cognates with higher L1 frequency (more for HH vs LL, and, more for MH as compared to MM, and for MM as compared to ML), the results show a different pattern. Only low-frequency cognates were processed significantly faster than their corresponding non-cognate group. There was no cognate effect for high- and medium-frequency words. Crucially, there was no difference between MM, MH, and ML, suggesting that L1 frequency does not influence processing of a cognate in L2.

Application of null subject parameter by Turkish-German bilingual children

S. Cigdem Sagin Simsek

In bilingualism research, the relationship between the L1 and the L2 has always been the focus of attention particularly concerning the representation of two languages in the same mind. More recent studies in this field, however, often using the terms ‘transfer’ or ‘crosslinguistic influence’, point that especially in the case of bilingual first language acquisition, presumably due to the language contact phenomena, one of the languages gains new linguistic properties (Müller & Hulk, 2001; Rehbein, 2001; 2004).

This study intends to provide examples of a new property that the Turkish language gains in a German context. Namely, the application of null subject parameter in a pro-drop language, Turkish, will be examined in this study. Turkish and German differ typologically with respect to the setting or implementation of the pro-drop parameter. Turkish is a pro-drop language which in certain conditions permits null subjects as well as objects (Özsoy,

1987; Kornfilt, 1997). Subject pronouns are usually optional since the agreement morphemes on the predicates make it possible to recover the features of the omitted pronoun. German, on the other hand, is a non-prodrop language permitting some null topic in appropriate discourse conditions (Weissenborn, 1990). In other words, application of null-subject parameter in Turkish and German is not solely a syntactic property but it is also bound to pragmatic concerns.

On the basis of the data collected from 10 Turkish monolingual and 10 Turkish-German bilingual children aged 3-10 in Hamburg (ENDFAS-SCOBI Corpus by Rehbein since 1999), this paper aims first, to compare the use of overt vs. null subjects in 10 Turkish monolingual and 10 Turkish-German bilingual children in relation to syntactic and pragmatic properties of both languages. Second, it intends to shed light on how the property of pro-drop in Turkish is acquired by Turkish-German bilingual children between the ages 3-10.

Preliminary results of this study, point to an increase in the use of overt pronouns together with the person morphemes on the predicate in Turkish. The results obtained in this study are in accordance with the previous studies conducted on Turkish in contact with other languages and can be explained through crosslinguistic influences in language contact environments (Backus, 2004; Altan; 2006, Haznedar, 2006).

Conversational code-switching in a Greek Kindergarten Classroom

Dimitra Sitareniou & Aspasia Chatzidaki

Numerous studies (e.g. Kit-Ken, 1991, Kow Yip Cheng, 2003, Martin-Jones and Saxena, 1991, Moffatt and Milroy, 1992, Shin and Milroy, 2000, Thompson, 1994, 2000, Wei and Milroy, 1995) have documented that bilingual children with an immigrant background employ code-switching as an interactional resource quite early in their lives and soon after they have made some progress in their second language.

This paper reports on such a study of code-switching patterns among immigrant children in the south of Greece. The subjects are nine Albanian children aged 4;00-4;06 to 6;00-6;06, who visit a Kindergarten class on the island of Crete. All children can be considered consecutive bilinguals, as they came in contact with Greek after the age of three, and have varying degrees of competence in this language.

Data was obtained through participant observation and tape-recording of children's spontaneous speech as they were involved in a variety of activities in the Kindergarten. Moreover, we collected data on the children's linguistic profile from interviews with the teachers and the children's mothers, immigrant workers in the nearby villages.

The theoretical framework for the study was provided by Peter Auer's conversational analytic framework (1984, 1990, 1991, 1995, 1998) which highlights the use of code-switching as a contextualization cue. Using sequential analysis and Auer's distinction between participant-related and discourse-related code-switching, we attempt to show how these children employ code-switching to organize their conversation and to achieve specific conversational purposes. This paper will present some first findings, which indicate that these children alternate between their languages in ways that relate both to the participants' language preference and competence and to the marking of conversational tasks as turn-taking, repair, preference marking, side-sequences bracketing etc. In other words, our study demonstrates that code-switching does function as a contextualization cue among young children and as a way for them to negotiate their role in the interaction.

Investigating nonnative-speakers' knowledge of adjective-noun collocations

Anna Siyanova (University of Nottingham)

The fact that learners have problems with collocations is well-established and widely attested (Nesselhauf 2003, Howarth 1998, Granger 1998). A number of researchers have suggested that L2 learners rely heavily on creativity and, thus, make 'overliberal assumptions about the collocational equivalence of semantically similar items' (Wray 2002: 202).

The paper presents a series of studies focusing on L2 production and processing of adjective-noun collocations.

- In Study 1, it was established that one quarter of all learner collocations failed to appear in the BNC (British National Corpus), while another quarter had a very low BNC frequency, i.e. less than 0.05 occurrences per one million words. It would seem logical to suggest that these collocations failed to appear in the BNC due to being erroneous or highly implausible. Interestingly, as will be shown in the error analysis (Study 4), the vast majority of the least frequent collocations were judged as acceptable by five native speakers.

Study 2 and 3 had a similar goal, i.e. to identify how advanced language learners differed from native speakers in their judgments of collocations of different frequency. However, in Study 2, participants performed an off-line task, i.e. they were not constrained in time. Study 3, on the other hand, required subjects to react under time pressure, i.e. to perform an on-line task.

- Study 2 revealed that NS intuitions correlated strongly with the BNC frequency. Advanced language learners, on the other hand, were shown to have relatively poor intuitions. Namely, the results highlighted the fact that NNS tended to think of uncommon collocations as more common and

plausible than they actually were, which was probably due to learners constructing a great proportion of their language from rules rather than from lexicalised routines (Foster 2001). The results also indicated that it was L2 learners' insufficient awareness, i.e. noticing, of common collocations in their input that led to their relatively poor judgments of common collocations.

- Study 3 effectively supported results found in Study 2. It was established that both NS and NNS took significantly less time to read and process common collocations than uncommon. This, however, was no longer the case with medium and high frequency collocations. NS intuitions were consistently good, i.e. their answers correlated with the BNC frequency, while NNS recognition times were not different for high and medium frequency collocations.
- In Study 4, a number of erroneous collocations were identified. It follows that in adjective-noun collocations, errors are most often encountered in the use of adjectives. This is likely to be due to their idiosyncratic collocational restrictions (Cruse 1986). Furthermore, following error analysis, it was established that learners relied heavily on their L1, which often led to a rather unidiomatic word-by-word translation.

Scalar Implicatures in L2 Acquisition

Roumyana Slabakova

Recent experimental investigations into children's interpretations of scalar terms *some*, *all* (Papafragou and Musolino, 2003; Noveck, 2001) have concluded that even children 8-10 years old are often insensitive to their implicational meanings. However, Guasti et al. (2005) dispute these findings on methodological grounds. They show that 7-year-olds derive scalar implicature (SIs) as often as adults do, if the context provides justification to do so. The learning task in L2 acquisition involves transferring the purportedly universal SI computation mechanism from the L1. Therefore, we expect L2 learners to be accurate in SI derivation.

We used materials and results of Experiments 1 and 2 from Feeney et al. (2004), a study of 24 children (7:3 – 8:3 years) and 32 adult English speakers' acceptance of SIs. Replicating their test exactly, we used those two groups of participants as control groups. Another control group of 34 Korean natives took the same test translated in Korean; 31 advanced Korean ESL learners participated in Experiment 1, 36—in Experiment 2. 12 intermediate proficiency learners took both tests.

Experiment 1 presented scalar sentences without context. The test employed a 2x2 design, crossing (in)felicity with *some* and *all*. Pragmatically underinformative but logical sentences (*Some giraffes have long necks*) were

crucial. Korean controls patterned with English adults and children (62% logical responses) while Korean learners of English were less logical (39% for advanced and 36% for intermediate learners).

Experiment 2 used similar types of statements in the rich context of stories presented with pictures and text. The logical responses of the advanced Korean learners dropped to 9%, and of the intermediate learners to 19.5%, not different from the English children with 20.5%.

The Integrative account (Chierchia, 2004, Levinson, 2000) proposes that SIs are computed automatically and integrated into the semantics. Thus logical interpretations are given only when implicatures are undone by conjuring up alternative contexts, hence logical answers to underinformative statements are more effortful. For example, for the sentence *Some giraffes have long necks*, native adults may reason that *baby* giraffes do not have long necks while adult giraffes do. The Relevance Theory account (Sperber & Wilson 1986/1995) holds that SI computation comes after the logical form of the sentence is complete and only if the context is relevant. Thus, implicatures are more effortful. Experiment 1 results (English natives are more logical than learners) are consistent with the Integrative account but not the Relevance Theory account. L2 learners may not be able to come up with alternative contexts as often as in their L1, hence they derive L2 implicatures even more often than native adults and 8-year-olds. When SIs depend on tight context as in Experiment 2, advanced and intermediate learners have no problems computing them, supporting our initial hypothesis.

Transforming language ideologies and identities: Kazakhstan

Juldyz Smagulova

The case of Kazakhstan, a country undergoing a fascinating period of building a new national state and therefore, constructing a new collective identity, is interesting because it provides an opportunity to study the language ideologies transformation and national/ ethnic identity reconstruction processes in a transitional period in the context of sociopolitical, demographic and economic changes, when previous language ideology, norms and practices are no longer shared. The study of the language behavioral values allow us to take a deeper look at the processes of nation-building, ethnic identity construction and reconstruction, and shifting power in society.

The main goal of this research is to examine the impact of state language policy, in particular Kazakh language officialization, on ethnic/national identity transformation through studying language attitudes and reported language practice choices in relation to symbolic power of ethnic, socioeconomic and age groups among 1000 Kazakhs, 1000 Russians, and 1000 respondents from other ethnic background (Germans, Koreans, Tatars,

Uighurs, Uzbeks, etc.). Examining ways in which language use is related to power distribution and the larger socioeconomic and sociopolitical context, the study asks the following research questions: What identity options are available in the Kazakhstan context for social groups and individuals? How are available identities valued by competing ideologies? What are the power relations between social groups and individuals negotiating their identities? How does language identity intersect with class, ethnicity, age, level of urbanization, and gender? Where, when, why and how are identities contested?

The research is a part of the INTAS funded project “New language identity in transforming society: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan” (grant for the period of May 2005 - May 2007).

The ‘glocalised’ classroom: international higher education in English as a lingua franca (ELF)

Ute Smit

More and more educational centres offer international post-secondary programs with English as only medium of instruction, which the multilingual student group is expected to rely on for the whole duration of their studies. Based on teacher and student interviews and lesson observations, this paper will focus on how the official ‘English only’ policy is perceived and evaluated by the participants of one such educational program and how it is (trans)formed in actual classroom talk over the 4 semesters of the course. The observable development towards bi- rather than monolingual classroom interaction will be shown to be intricately linked to English acting as the community’s lingua franca.

The setting in question is a tertiary hotel management program (HMP) in Vienna, Austria. An ethnographic study accompanied a group of 28 students who spoke more than 15 different L1s, with English being their only common language – their lingua franca. As regards the choice of language employed in interaction, participants’ perceptions overlap broadly with their actual language use: side-talk in class and conversations outside of class are multilingual, while classroom main talk apparently adheres to ‘English only’. When investigated in more detail, however, the reality of classroom language use unfolds as more complex since, with the HMP progressing, the participants increasingly integrate German into their English interactions. While the privileged status of German amongst all L1s can be explained by the location – German-speaking Vienna – and the high percentage of German speakers within the HMP, the ways in which German is drawn on in classroom talk offer revealing insights concerning, firstly, the HMP as an example of international higher education and, secondly, ELF as classroom language. As

regards the former, the HMP classroom talk exemplifies how a multilingual community applies a monolingual language policy to develop a bilingual social practice, thus combining English as global language with German as local one to a type of ‘glocalised’ classroom discourse. Concerning the latter, the examples of bilingual language use show that, in their endeavour to jointly develop the (language) practices needed to reach their communicative goals, ELF language users reframe a monolingual language policy to a ‘lingua franca’ one: whatever linguistic resources can be identified as accessible to all participants are appropriated and integrated, thus transcending exonormative norms of clearly differentiated languages and endonormatively co-constructing the community’s own code.

Spatial Negative Priming in Bilingualism

Antonella Sorace, Barbara Treccani, Efrosyni Argyri, Sergio Della Sala

Recent research shows that bilingualism is associated with better cognitive control in non-linguistic tasks; in particular, bilinguals seem to be more efficient than monolinguals at inhibiting distracting information. For example, in tasks requiring participants to press a left- or right-sided key according to the colour of a stimulus presented to the left or to the right, responses are usually faster and more accurate when the position of the stimulus corresponds to the position of the required response than when it does not. This effect (known as the “Simon effect”) has been shown to be smaller in bilinguals than monolingual participants (Bialystok et al. 2004).

The bilinguals’ enhanced ability to inhibit irrelevant information (e.g. the stimulus position in a Simon task) could be an advantage in most tasks. However, it may turn into a disadvantage in conditions whereby the irrelevant information in one trial becomes relevant in the following trial (so-called “negative priming” conditions). In a typical spatial negative priming (SNP) task, participants respond to the position of a target stimulus, presented along with a distracting stimulus, by pressing a key the position of which corresponds to the target position. SNP refers to the disadvantage in trials where the target position corresponds to the position of the distractor presented in the previous trial, compared to trials where the position of the target and that of the preceding distractor do not correspond. SNP is thought to reflect inhibition of the distractor position, which exerts its effect from one trial to the next, and its magnitude seems to be connected with the ability to inhibit distracting information. Indeed, negative priming is reduced or absent in people with deficits in this ability (Amieva et al 2004). Accordingly, if bilinguals do have enhanced inhibitory control abilities, then they should show greater SNP effects than monolinguals.

In order to test this hypothesis, we conducted an experiment with two groups of 20 adult balanced bilinguals (bilingual from childhood) and 20 adult monolinguals, matched for IQ and age. Participants performed a Simon task and a SNP task. Analyses of error data showed that, as previously reported, the Simon effect was larger for monolingual than bilingual participants, even if only in the first part of the task. In contrast, and according to predictions, the SNP was larger in bilinguals than monolinguals. This study thus confirms the greater efficiency of bilinguals at inhibiting irrelevant information but also shows that, while this represents an advantage in some conditions, it involves a measurable cost in others.

Pragmatic versus grammatical coding of time: The acquisition of TAM markers in an Italian-Indonesian bilingual child

Antonia Soriente

This paper describes the development of temporal expressions in a bilingual child exposed since birth to two typologically different languages, Italian and Indonesian. Until the age of 5;0, Guglielmo has not fully mastered the Italian verbal system, whereas his Indonesian has progressed in a parallel way to his Indonesian peers.

Due to the divergent typology of the two language systems in the encoding and expression of tense-aspect-mood, it is interesting to observe what kind of cross-linguistic influence one system has on the other. Italian verbs are heavily inflected for person/number and TAM whereas in Indonesian the encoding of TAM markers is not morphological but lexical and in some cases is unnecessary if it can be inferred to by the context. This means that TAM in Indonesian is often marked pragmatically rather than grammatically. If Guglielmo is able to talk about actions following the path of monolingual Indonesian children, he lags behind in his capability to produce the rich morphological verbal system of Italian. Contrary to monolingual Italian children who are able to produce morphologically adult-like forms from early on (Hyams, 1986, Guasti, 1994) until the age of 5,0 Guglielmo still fails to produce verbal forms where tense-aspect-mood, and number/person are correctly encoded. Tense is not overtly expressed until relatively late, and the Italian verb forms occur in the infinitive (or any other default form that might have been rote learnt by the child) preceded by a lexeme that indicates perfectivity like in the following utterance:

basta addormentato Bea?
enough fallen.asleep-M.SG Bea
'has Bea fallen asleep?'

Based on evidence like this where the verbal construction contains mistakes in tense/person agreement, and seems to be a reproduction of the correspondent Indonesian sentence:

sudah tidur Bea?

PFCT sleep Bea

‘has Bea fallen asleep?’

I argue that pragmatically marked aspect in speech events, as in Indonesian, is more salient in the mind of the bilingual child. This seems to be in contrast to the view that morphologically transparent languages such as Italian allow children to acquire grammatical contrasts earlier.

This study tries to explain that the child’s inability to produce morphologically correct forms in Italian is due to a lack of input, but that there is also cross-linguistic influence from Indonesian, the dominant language where the only salient verbal marker is aspectual that can be alternatively expressed periphrastically. The production of utterances where verbal morphology is incorrect can be the result of overgeneralization that a single form of the verb plays all the functions played by the verb in Indonesian. This analysis strengthens the hypothesis that children learn aspectual opposition before the tense one (Antinucci & Miller, 1976) and that verbal morphology is acquired through slow and gradual verb-specific learning (Serratrice 2002).

Religious influences on multilingualism

Bernard Spolsky

Study of the interaction of language and religion is comparatively recent (Spolsky 2003), and the study of religious language management even more so. One common result of the association of a specific sacred language with a religion is to increase plurilingualism in its members, so that religious institutions are often a major force for maintaining heritage languages.

For example, Judaism kept a special place for the Hebrew of the Bible and the Hebrew-Aramaic of the Talmud while developing in the diaspora Jewish varieties of co-territorial vernaculars (like Yiddish and Ladino) and producing trilingual communities. The status granted to Hebrew as language of sacred text and daily worship had one critical language management outcome, the need to make sure that children develop proficiency in Hebrew as well as in their home language. For Christianity, it does not seem to have been important to record the sayings of Jesus in the original language or languages. The eastern Churches translated the bible in local languages. The Western church developed a strict language policy, committed for centuries to the Latin bible and ritual. Rejecting this, the Protestants developed a vernacular policy like the Eastern churches, and by translating the Bible into some version of the local languages, standardized some of them and added literacy; in much of the

colonial world, it was missionaries who had a major influence on creating local varieties. Christian churches too preserve the older form of languages (Old Church Slavonic, Gothic, and Latin). Vernacular church services and associated educational and social programs play a significant role in the encouragement of immigrant language maintenance. For Moslems, Classical Arabic remains the only sacred language. Spread at first by military conquest, local varieties of Arabic replaced earlier vernaculars in the Middle East and North Africa, but not in Persia and Turkey where Classical Arabic continued as language of religion alongside local vernaculars. In much of the Moslem world, children must learn Arabic for religious purposes and another language for secular. Hinduism was closely tied to sacred texts in Sanskrit, but has come to accept the use of local vernaculars (including even English in the US) as language of worship. Buddhism accepts translation of its texts into other languages.

A common result is the establishment of a language education policy associated with the religion that produces increased plurilingual proficiency in its followers.

Fitting English verbs into Welsh speech: borrowing or code-switching?

Jonathan Stammers & Margaret Deuchar

There is considerable controversy among code-switching researchers about exactly how to draw the line between single word borrowings and single word switches (see Poplack & Meechan, 1998; Myers-Scotton, 2002). Poplack & Meechan identify as borrowings those “lone other-language items” which pattern like comparable items in the recipient language. Myers-Scotton, on the other hand, would treat the same lone items as single word switches and would consider them to be evidence of the validity of the Matrix Language and Asymmetry Principles, according to which one language is more activated than the other in bilingual speech production. The main difference between the two positions is that whereas the distinction between borrowings and switches is based on extralinguistic factors (e.g. frequency) for Myers-Scotton, it is based on linguistic principles for Poplack and her colleagues.

In order to assess the relative value of these two alternative positions we have chosen to focus on the insertion of English verbs in Welsh conversation. English verbs are typically inserted into a periphrastic Welsh verbal construction by the addition of the Welsh derivational verbal suffix *-(i)o* onto the English stem to form a non-finite verb.

e.g. *dw i'n love -io football*
be.1S-PRES 1S-PRT love-VBZ football
“I love football”

The -(i)o suffix is also found on indigenous Welsh verbs which are derived from nouns as in *cofio* 'to remember', from *cof*, 'memory'. A productive indigenous process has thus been adopted to integrate English verbs into Welsh, and this process can be observed in spontaneous switches where an English verb is inserted into Welsh for the first time, as well as in more or less well established borrowings. Some English verbs were integrated into Welsh some time ago and may be considered well established borrowings on the grounds that they are used very frequently and can be found in the Welsh dictionary, e.g. *pasio* 'to pass', *ffeindio* 'to find'. Other forms such as *text-io*, or *photocopy -o* are not yet found in the dictionary, though it may be a matter of time before they do appear, reflecting a (to-be-acquired) status of borrowings. Finally, there are other forms like *concentrate -io*, *activate -io*, or *babysit -io* which are attested in conversation but which few Welsh speakers would consider to be full borrowings in Welsh.

Making use of a corpus of Welsh-English conversation collected for an AHRC-funded research project, we shall use our results to evaluate the usefulness of linguistic criteria in distinguishing between borrowing and switches. This will involve a detailed analysis of verbs (both Welsh and English) and the characteristics of the constructions in which they occur within a sample of data. Our results should help to determine whether the contrast between Poplack & Meechan and Myers-Scotton's positions is one of more than notational variance.

The temporal dynamics of second language acquisition: Past and future contributions of event-related brain potentials (ERPs) to the field.

Karsten Steinhauer, Erin White, Fred Genesee, Lydia White

ERPs shed light on the temporal dynamics of SLA in two ways: First, they tap the brain's activity underlying language processing in real-time, revealing distinct similarities and differences between native speakers and L2 learners in a variety of linguistic sub-domains. Second, ERPs can show how the brain's activity changes when learners become more proficient in a second language. This paper endeavors to provide an up-to-date overview of this promising approach.

The first part of the paper furnishes an introduction of the technique of event-related potentials and its use in the field of second language acquisition over the past ten years. Early behavioral (Johnson & Newport, 1989) and ERP findings (Weber-Fox & Neville, 1996) emphasized age-of-acquisition (AoA) effects and supported the Fundamental Difference Hypothesis (FDH; Bley-Vroman, 1990) as well as a strong version of the Critical Period Hypothesis (CPH, Lenneberg, 1964). More recent data (e.g., Bialystok & Hakuta, 1999; Friederici et al., 2002; Steinhauer et al., 2006; White & Genesee, 1996) have

questioned this view and pointed to the importance of other factors that were frequently neglected, including: biological age; education; L1 background and transfer; relative use of L2 vs. L1, type of language training (classroom instruction vs. immersion).

The second part will give examples of how some of the most recent ERP work from a number of EEG labs has tried to take these additional factors into account. We will present some initial data analyses from our large-scale cross-sectional ERP study comparing English native speakers with late Francophone and Chinese learners of English at various proficiency levels. Along with results from similar studies, these data demonstrate that at low proficiency brain activity in morpho-syntax is fundamentally different from that in native speakers, but with increasing proficiency even adult L2 learners show increasing similarities to native-like brain signatures. Our complementary data from a longitudinal ERP study will show that some such changes can occur quite rapidly, during a 9-week intensive language course. A third ERP approach to SLA employs highly controlled artificial languages (Friederici et al., 2002; Muller et al., 2005; Morgan-Short et al., 2006). Our most recent data using this approach reveal how different types of language training (implicit versus explicit) activate different brain systems for the same sentence materials.

As a whole, these data underscore the importance of distinguishing among sub-domains of language that seem to rely on distinct brain mechanisms and may follow very different time courses of maturation. Many factors other than AoA seem to have an impact on how these systems are recruited by late language learners.

The final part of the paper outlines a perspective of what we can expect from future ERP research in the field.

Objects and null objects in the 2L1 acquisition of Brazilian Portuguese and German

Claudia Stöber

In my study I analyse the acquisition of pronominal and lexical objects and of object omissions by two bilingual German/Brazilian Portuguese children.

Brazilian Portuguese (BP) represents a special case with respect to the realization of objects in discourse. While languages like English and European Portuguese restrict the null category only to deictic and inanimate objects, Brazilian Portuguese allows a null variant in deictic and non-deictic sentences. In contrast, in German the realization of objects is obligatory, except in topic drop constructions, and the object paradigm consists of lexical objects as well as of strong and weak pronouns.

Moreover, a number of empirical studies support the observation of the continuous loss of the clitic system in BP, especially for 3rd Person object clitics. The clitic system in this language is less stable concerning the object functions than in European Portuguese: Both clitic and non-clitic forms appear in object position, and they constitute an aspect of internal variation and of a parameter instability.

From these observations arises the question if, in the case of bilingual acquisition of German and BP, the different object paradigms in German and BP develop interdependently or autonomously. My first results seem to confirm the hypothesis of an autonomous development of the two first languages (see, for example, Meisel 2000). Even if in German a small number of object omissions is observable in both children, those omissions are less frequent than in BP and can mostly be counted as cases of topic drop (and thus are target-like in German, as they have a discourse function). Concerning the use of clitics in BP, there is just one single example of a 1st person singular clitic in the whole data of both children until age 2;08. This observation supports the assumption that the use of 3rd person clitics is less and less frequent in BP. Now, later phases of language acquisition have to be examined to come to a definite conclusion.

In this context I examine the specific linguistic conditions which are required for target-like object omissions in BP and in German as well as the realization of strong/weak/clitic pronouns with respect to the different paradigms in adult BP and German, to set my preliminary results in relation to the standard use of objects and object omissions in German and BP. In BP, for example, one has to distinguish between null names, null pronominals, variables or a null VP (see Kato 1994 for an analysis of null objects in BP) to make a difference between the different empty objects and to be able to compare the data with object omissions and topic drop in German.

Effects of age on voice onset time: the perception of Swedish stops by near-native L2 speakers

Katrin Stölten

This study is part of a large-scale project investigating the role of age of onset (AO) for ultimate attainment in second language acquisition. The project focuses exclusively on apparently nativelike L2 speakers, who have been tested on a wide range of linguistic components of Swedish. A general hypothesis is that L2 speakers of Swedish, who are perceived as nativelike by native speakers, under linguistically challenging conditions and/or after detailed analyses, exhibit a somewhat lower level of ultimate proficiency than native speakers. Furthermore, it is assumed that the subjects' proficiency correlates negatively with AO.

The project uses a total of 20 different measurements of L2 ultimate attainment. The present study explores the effects of AO on categorical perception of the voicing contrast in Swedish word-initial stops and seeks to answer the following research questions: (1) Is there a general age effect on categorical perception among apparently nativelike L2 speakers of Swedish? (2) Are there late L2 learners with category boundaries within the range of native-speaker categorization? (3) Do all (or most) early L2 learners have category boundaries within the range of native-speaker categorization?

A total of 41 native speakers of Spanish (age 21-52 years) were chosen as subjects for the study. They were carefully screened for nativelikeness prior to language testing, in that they passed for native speakers with at least 6 out of 10 native listeners in a screening experiment. The subjects' AO varied between 1 and 19 years and their mean length of residence in Sweden was 24 year. They had an educational level of no less than senior high school and had acquired the variety of Swedish spoken in the Stockholm area. A control group consisting of 15 native speakers of Stockholm Swedish was carefully matched with the experimental group regarding age, sex and educational level. Three voicing continua were created on the basis of natural productions of three Swedish minimal word pairs with /p t k b d g/ in initial position. For each stop continuum a set of 30 speech stimuli was used ranging from +90ms to -60ms Voice Onset Time. The randomized speech stimuli of each stop continuum were presented in a forced-choice identification task. Each subject was tested individually.

The results reveal an overall age effect on category boundary placement in the near-native L2 speakers' perception of the three stop continua (Research Question 1). Furthermore, only a small minority of the late L2 learners perceive the voicing contrast in a way comparable to native-speaker categorization (Research Question 2). Findings concerning the early learners suggest that most, but far from all, early L2 speakers show a nativelike behavior when their perception of the L2 is analyzed in detail (Research Question 3).

Developmental Primacy of Free Relatives in Polish: Insights from a Comparative Study of Polish L1 Learners and Polish-English Sequential Bilinguals

Malgorzata Szulakowska, Suzanne Flynn

Evidence from L1 and L2 acquisition of a wide range of typologically distinct languages (e.g., Mandarin, Korean, French, Polish, English) suggests that the free relative clause as in (1) may be a developmental precursor to the lexically headed structure in (2) (Flynn, Foley, Gair and Lust 2005).

(1) Free relative:

Ernie pushes whatever Oscar hits.

(2) Lexically headed relative:

Ernie hits the ball which Oscar hits.

Using the development of subordination in Polish as a focus, we ask whether the developmental patterns of children who begin acquisition of an L1 and then acquisition of an L2 (L1/L2) before the emergence of subordination in the L1 will match those for L1 speakers of that language (L1)? Specifically, as in L1 Polish, will the free relative in (3) emerge prior to the lexically headed relative in (4) for the L1/L2 group?

(3) Free relative:

Kermit Żaba popycha to, co dotyka Elmo.

Kermit Frog pushes this what touches Elmo.

(4) Lexically headed relative:

Wielki Ptak popycha balon, który uderza Erniego.

Big Bird pushes balloon which bumps Ernie-ACC.

To answer this question, we investigate the L1 development of children who had learned Polish as an L1 from birth and who had subsequently begun to acquire English as an L2 before subordination had emerged in their L1 Polish. We focus on 16 children whose age range was 3;00-6;1 at the time of testing (M=4;00). They live in Massachusetts, USA and were attending a Polish nursery school at the time of testing. Polish is the home language for these children. They were tested both by a comprehension Act Out Task and an Elicited Imitation Task (EI) on the two types of relative clauses in (3) and (4); stimuli were equated in terms of number of syllables and children's knowledge of lexical items. We report the EI results. These indicate that the pattern of development for the L1/L2 children matches that for L1 speakers of Polish. Free relatives (3) are developmentally prior to lexically headed ones (4). This result emerges in overall amount correct and in the error patterns. Children were more successful in imitation on structures that involved the free relatives (29% vs. 45%).

In addition, 13% of the errors on the lexically headed relatives involved conversion to free relatives; there were no conversions of the free to the lexically headed relative. However, what differs between the two groups is the age at which the free relative emerges in the L1/L2 group. They emerge at approximately age 2;00 for the L1 Polish children; in the L1/L2 group these structures emerge at approximately 4;00.

These results suggest that the rate of acquisition is affected by the exposure to an L2. This is an ongoing study. Results will be discussed in terms of the nature of the linguistic experience needed for sustained development in a language as well as the interdependence between the two language specific grammars.

Haro: A disappearing language of Ethiopia

Hirut Woldemariam Teketel

Africa presents many complicated pictures of multilingualism and language shift. Ethiopia is a country with presumably more than 85 languages belonging to Afroasiatic and Nilo-Saharan Phyla. Haro is an endangered language without monolingual speakers and headed for extinction. Haro is spoken on the Gedicho island, one of the islands of Lake Abaya, in the southern part of the country. Gedicho, the biggest island in Lake Abaya, is a homeland for two linguistic communities: Haros and Baysos. Bayso belongs to the Cushitic language family while Haro belongs to the Omotic language family of the Afro-asiatic Phylum. Currently, only less than 30 households have been identified speaking the Haro language on the island. The population of the Haro community is estimated below 200.

One reason for the endangerment of Haro is that the speakers are shifting to Bayso, a relatively dominant language on the island. All members of the Haro community are bilinguals in Bayso, which they use for their daily social interactions with Baysos and in certain situations among themselves. There are indications that Haro is being supplanted by Bayso, the Cushitic language.

Haros mainly undertake fishing for living. They go to the nearby markets in the mainland to trade the fish. Due to their extended contacts with people in the area, most members of Haro Amharic, the Federal language of the country, and other local languages of their neighbours beyond the island such as Guji-Oromo, Wolaitta and Gamo. In addition to that, currently, Haros are absorbed into other communities in the surrounding mainland due to socio-economic factors. Fishing is decreasing from time to time. Also, the level of the lake is increasing, covering the farmland. As a result, the new generation of Haro is abandoning the island and migrating out to the neighbouring places where other local languages are used not only for daily usage but also for education in the primary schools.

In general, Haro is under pressure from both inside as well as outside the island. If present conditions continue, the language will cease to be learned by children during the coming century, and therefore language death will be the end result for it. This paper will present a sociolinguistic overview of the Haro community. It deals with the current language use, language attitude and language shift situation of Haros with a view to current categorization schemes of endangerment (Krauss 1992, Wright 2004). Data come from extensive fieldwork in the area.

Phonological processing in bilinguals

Anitha T, Savitha.S, Anjali.G and Prema. K. S

Introduction

The fact that bilingualism facilitates phonological awareness (Bialystok, 1988) and that knowledge of phonological structures of native language influences phonological awareness in a second language (Cicero and Royer, 1995), it would be interesting to examine the impact of bilingualism on acquisition of phonological awareness in Indian children learning to read and write two languages. Native language experience has comprehensive influence on the mapping from acoustic signal to the phonetic category as evident in reports on Dutch-English bilinguals (Mondini, van Alpen and Miller, 2002). These studies are suggestive of the fact that phonological awareness is dependant on languages the bilinguals are exposed to. Alternatively, the degree of mapping of acoustic features in a given language (s) is dependent on the structure of languages in which a child is bilingual.

Need for the study

Research on phonological awareness studies in Dravidian languages (Prema, 2006; Jayashree and Prema, 2006) reports the phonological distance is maximum between Malayalam and Kannada in comparison to other pairs of Dravidian languages suggestive of Malayalam being more proximal to phonemic nature of English. The differences in the structure of languages as well as the linguistic distance between any two given languages are bound to influence the nature of phonological processing. Given the enormity of bilingual population in India, it becomes very interesting to study if phonological processing differs between Malayalam-English bilinguals and Kannada-English bilinguals. These questions become very pertinent given the fact that majority of our schools do offer educational instruction in English, a language that is structurally very dissimilar in comparison to our Indian languages.

Method

Subjects: 10 Malayalam-English and 10 Kannada-English bilinguals from grade VII will be selected for the study and language proficiency would be assessed on a questionnaire.

Tasks: Perception of temporal parameters, the Voice Onset Time, Closure duration & Transition Duration will be studied. The stimulus will consist of language independent mono-syllabic tokens synthesized with the continuum of sounds k , t & p to their respective cognate voiced pairs. For perception of VOT, the tokens would be synthesized in CV combination continua at 5 equal levels keeping the mean production values as the extremes for voiced and voiceless, e.g. ka -ga . And for perception CD and TD, VCV combination continua would be synthesized in the similar fashion as mentioned for VOT, e.g. aka - aga . The tokens will be prepared using SSL PRO2V2 software. A

total of 45 stimuli will be prepared and recorded and played back. The client will be given a binary forced choice paradigm to find out the perceptual boundary and the 50 % crossover will be compared.

Results and discussion

Performance in tasks across the groups will be compared and discussed in relation to earlier studies.

English-Latin Bilingualism before 1066: Prospects and Limitations

Olga Timofeeva

That Latin was the language of the church and education is perhaps a commonplace in textbooks on English history and history of the English language. However little research has been done so far in order to systematize our knowledge of English-Latin language contact in the pre-Conquest period. This paper will attempt to give an overview of available data and highlight possible ways to describe this contact situation.

I will start with traditional periodization of Latin lexical loanwords into continental and insular, trying to analyze each contact situation in terms of language contact theory. While continental period in the history of English can be described as a time of casual contact, the situation changes significantly with the invasion and settlement in Britain and conversion to Christianity. The intensity of contact grew together with the number of monks and secular clergy. Towards the end of the Old English period there appeared bilinguals among the lay aristocracy. I hope to be able to show that the general trend in this period was a development from diglossia to bilingualism.

The second part of the paper will discuss mechanisms of contact-induced change during the Old English period as well as social and linguistic factors involved in this contact situation. An outline of lexical and structural borrowings will be given later to emphasize the results of contact-induced change.

In conclusion I would like to speculate on the issue of contact intensity. Supplying data from medieval demography, I will argue that the number of bilinguals in pre-Conquest England was no more than one percent of the total population. The only available records of the Old English language were written and compiled by this same number of people, belonging to a rather well defined social class. It may therefore be useful to introduce such notions as *relative* and *absolute intensity of language contact*, which would describe the situation in one of the social dialects and in the language as a whole respectively.

Acquisition of verbal morphology by early successive Russian-Norwegian bilinguals

Elena Tkachenko

In this paper I will present the data in my doctoral project on the acquisition of Norwegian verbal morphology by six bilingual children. By making pair comparisons of these children I want to analyse how different bilingual upbringings, different strategies used by the parents, patterns of exposure as well as age influence the process of morphology acquisition. I also compare the data from the bilingual children with the data from Norwegian monolinguals of the matched age.

Two of the children in this study are at the age of 4 and 5, respectively. They were both born in Norway from Russian parents and raised up bilingually with a minority language (Russian) at home and the majority language (Norwegian) in the community. Although they were exposed to Norwegian from birth, as the families live in Norway, they began to actively acquire Norwegian only later - when they were sent to the Norwegian day-care centre. One of the boys started going to the kindergarten quite early, before the age of one, and the other just about a year ago, at the age of four.

There are more differences in the bilingual development of the two other boys, who are 6 and 7 years of age. Although they were both born in Russia, they moved to Norway at different ages: one of them moved to Norway at the age of six, and by the time when he was tested, he had lived in Norway for just half a year; the other one has lived in Norway since he was three-year-old. The 7-year-old boy's parents are Russian, and they speak only Russian at home, while the 6-year-old boy lives in a mixed family with a Russian mother and a Norwegian stepfather, who each speak his/her native language to the child (one parent – one language). Both children began to actively learn Norwegian when they started school.

The two 8-year-old children came to Norway at approximately the same age (four and a half years old), but their bilingual situations were different: one of them was brought up in a monolingual Russian family, while the other was brought up in a mixed family with a Russian mother and a Norwegian stepfather.

The study shows that the bilingual children master Norwegian verb classes differently. My hypothesis is that the process of morphology acquisition can be directly related to the amount of input these bilingual children receive in Norwegian. Those bilingual children who receive appropriate amounts of input develop their linguistic system in quite a similar way as their monolingual peers. It is also interesting to note that with some of the verb classes the bilinguals have shown even better performance than the monolinguals. This observation cannot, however, be generalized as this difference can be due to individual variation.

Language use and code-switching: An investigation of English-Japanese Interlingual Families in Canada

Tomoko Tokita

The paper examines the language use, especially the code-switching, of some interlingual families of an English-speaking parent and a Japanese-speaking parent with their offspring living in Vancouver, Canada, and explores possible explanations for their particular language practices. Even though immigration from Japan is not particularly common today, there are certain people who leave Japan for marriage with a foreigner. Some of them make efforts to transmit the Japanese language to their children, talking to them in Japanese, etc, while they make their children to learn a society's language (this language corresponds sometimes to their spouse's language.); that is, they try to develop bilingualism in their children. Research is carried out in Vancouver, where Japanese is spoken by 27,000 people or 1.3% of the total population of this city (Statistics Canada, 2002) as well as a number of Japanese students and workers staying for certain periods of time, as do tourists or other visitors.

As the data for this study, the family conversations that took place at home will be analysed, since the family domain is one of the sites in which a heritage language is regularly used. The conversations of five families over a total period of 10 hours were recorded, mainly during meals at each family's home. Subsequently, the transcription and the coding are carried out, and those corpora will be analysed with the following two questions:

1) How frequently do our subjects employ English and Japanese respectively, and mix those two languages? Considering each turn as a unit, we will calculate the frequency for each family member. The results will show the similarities and differences in their language practices, both between members of the same family and among the five families investigated, and some factors may emerge which influence their language usage.

2) Focusing on the code-switching, we will explore some particular patterns which our subjects employed. First, intrasentential code-switching will be analysed from the syntactic perspective with the Matrix Language Frame Model proposed by Myers-Scotton (1993). Second, with a Conversation Analysis approach, code-switching will be analysed to observe how they use the two languages through the usage of some particular conversational functions. The findings will show the ways the interlingual families mix the two languages in their everyday life from the grammatical as well as the conversational viewpoint.

The bilingualism of these interlingual families is not the same as that of a typical immigrant family, in the sense that one parent is a local Canadian and speaks English, the majority language of society, as his/her mother tongue. Today, as globalization spreads, the number of intermarriages and/or

interethnic marriages has been increasing. This study will contribute to the description of the language practices of interlingual families of this new type.

The Influence of Oral Language on Biliteracy Development: Lessons from a Dual Immersion Program

Higinia Torres Rimbau

This presentation will address the relationship between students' initial oral language proficiency, subsequent oral language development in the language of literacy instruction, and eventual attainment of literacy skills in English by two groups of students (FEP- fully English Proficient and ELL -English Language Learners) enrolled in a dual immersion programs. The students have been enrolled in this inner-city dual language program continuously since kindergarten, and are presently in middle school.

The two major objectives of the presentation are: 1) To explore the relationship between oral language skills and reading fluency; and, 2) To provide insights into the transfer of reading skills from the initial language of literacy instruction to the L2.

Theoretical Framework

This presentation will address the issue of biliteracy development in a 90-10 dual immersion context within a primarily U.S. Latino context. While the development of biliteracy is an important and complex area of study (Hornberger, 2003), major researchers recognize that studies in this area are limited and inconclusive. Recent large scale investigations conducted in the U.S. and sponsored by the U.S. Department of Education, as well as the National Institute of Health, have significantly contributed to our understanding of the processes involved when students acquire initial literacy skills in two languages (e.g., August, 2006; August, Calderón & Carlo, 2002). However, many questions remain unanswered. Within the context of dual immersion (DLI) programs in particular, interesting issues surface relating to the attainment of biliteracy, particularly since these programs integrate students from at least two different language groups, and some models (the 90/10) teach fully English proficient students initial literacy skills in the minority language.

Longitudinal studies have found that literacy development in English compares favorably to that of English-speaking students in mainstream programs (Lindholm-Leary, 2006). Recently, the National Literacy Panel, while not supporting any particular program model found (that) "literacy programs that provide instructional support of oral language development in the second language, along with high-quality instruction in literacy skills and strategies, seem to be the most successful". The question remains, despite positive results normally associated with DLI programs, do 90/10 models offer

sufficient and sustained oral language development to attain high level comprehension and text level skills required for eventual success at the upper grades?

Through quantitative and qualitative analysis, this presentation will discuss the relationship between oral language and attainment of reading fluency in the non-instructional language by both English Language Learners and English-proficient students enrolled in a 90/10 DL1 for at least 8 years. Results of observations and teacher interviews will be shared with the audience.

Processing articles in a second language: Evidence from an eye-tracking study

Danijela Trenkic, Jelena Mirkovic, Gerry Altmann

It is well known that second language learners (L2ers) from articleless L1 backgrounds show persistent variability in L2 article production. But do these L2ers process information signalled by English articles during real-time language comprehension? The experiment reported here addresses this question by employing visual world eye-tracking paradigm to investigate how L2ers and native speakers combine various information sources to constrain reference resolution.

In this paradigm, a subject is presented with a picture while hearing a sentence related to the objects presented in the picture. The critical trials involve pictures containing an actor and 6 objects. One of these is the theme object, and two are potential goal referents in the sentences of the type: “The ACTOR will put the THEME inside the/a GOAL” (e.g. *The pirate will put the cube inside the/a can*). There are two versions of each sentence, varying the definiteness status of the goal referent, and two versions of the visual scene: in one, the two goal objects (identical containers) are both open and/or empty; in the other, one is open, and the other closed/full. Pragmatic information (the number of open/empty goal referents) and the linguistic context (indefinite vs. definite article) are crossed, yielding four conditions.

If L2ers are sensitive to the uniqueness information signalled by articles (*the* signals the uniqueness of a referent; *a* implicates non-uniqueness, cf. Hawkins 1991), we expect them to behave like native speakers, i.e. reference resolution should be slowed down in mismatched contexts (Chambers *et al.* 2002). For example, when there is only one pragmatically compatible goal in the visual scene (e.g. only one of the two cans is open/empty) and the sentence contains “ **the** can”, participants are expected to fixate the appropriate goal sooner relative to the condition with “ **a** can”, which implies non-uniqueness (i.e. it implies that there may be other cans in which the cube could fit). But if L2ers rely exclusively on the pragmatics of the context to determine the goal, they should always be faster in contexts where there is only one goal pragmatically

compatible with the theme object (i.e. the single open/empty can contexts), irrespective of the definiteness value of the noun phrase.

The study also considers the roles of the L1 and developmental stages, and so involves five groups: two groups of L1 Mandarin (-articles) and two groups of L1 French (+articles) learners of English (intermediate and advanced in each), and a native-control group.

Assuming that forms from the input automatically activate associated knowledge representations, the results should also inform us as to whether learners' problems in production merely reflect difficulties in accessing overt forms, or whether they may stem from the absence of appropriate representations.

Second language processing: Task effects on listeners' sensitivity to spoken words

Pavel Trofimovich & Randall Halter

Previous research has demonstrated that the outcomes of bilingual language processing, especially in bilinguals' non-dominant second language (L2), crucially depend on the nature of a processing task. Two types of tasks have often been investigated: those that draw bilinguals' attention to conceptual (meaning-related) aspects of language and those focusing their attention on its perceptual (form-related) aspects. Findings thus far indicate that the conceptual processing inherent in some tasks (asking a general-knowledge question or reading a text to understand its gist) may in fact have a detrimental effect on the processing and learning of L2 linguistic forms—that is, specific aspects of L2 lexicon, morphology, and syntax. However, it is still unknown whether conceptual processing has a similar negative effect on the processing (and ultimately learning) of form-related aspects of bilinguals' L2 phonology. This study investigated this issue.

For this study, 52 Chinese-English bilinguals varying in amount of L2 experience participated in a psycholinguistic priming experiment. The bilinguals first studied 36 relatively well-known English words (“ready,” “people”) under two conditions. In one condition, bilinguals' focused on word meaning (by means of a secondary task of rating word pleasantness); in the other, no attentional focus was imposed. The bilinguals were later tested in a word-production task on a set of 72 words, of which half were previously studied and half were “new”. In addition, half of the studied words were spoken in a familiar voice (by the same speaker) and half were spoken in an unfamiliar voice (by a “new” speaker). The measure of primary interest was the priming effect—the degree of processing facilitation for previously studied versus “new” words, and for words spoken in a familiar versus unfamiliar voice. The presence of a priming effect has previously been shown to be

indicative of bilinguals' sensitivity to fine-grained, form-related (phonological) detail in speech (sensitivity to word and voice identity).

Results revealed two findings. The studied words (regardless of voice familiarity) were processed faster than the "new" words as a function of bilinguals' L2 experience, revealing a significant priming effect (64 ms). This finding suggested that, with more L2 experience, bilinguals demonstrate more sensitivity to form-related (phonological) detail in L2 words. However, the priming effect, especially for words spoken in an unfamiliar voice, was drastically reduced for all bilinguals under the instructions to focus on word meaning (15 ms). This finding indicated that a conceptual processing task may reduce bilinguals' sensitivity to form-related (phonological) detail in L2 words, preventing bilinguals from generalizing across non-identical instances of L2 words and (ultimately) from establishing their abstract phonological representations. Overall, findings offer insights into bilingual phonological processing and learning.

Effects of Transfer from English and Spanish on Portuguese Pronunciation

Alison Trude, Natasha Tokowicz

As the number of Spanish speakers in the United States continues to grow, many students learn Portuguese to distinguish themselves from other graduate school or job applicants. Indeed, the Spanish departments at some universities now require that students take at least one introductory Portuguese course. Many students who study Portuguese have previously studied Spanish, but some have not. The present research examines how different language backgrounds of the students in Portuguese classes affect their ability to learn together in one classroom.

We examine this question through the lens of the psycholinguistic concept of transfer, which states that information from previously-learned languages can influence how one learns a new language (e.g., MacWhinney, 1997). Knowledge of Spanish should help Portuguese learners in many areas, such as grammar or vocabulary, because the languages are very similar. However, the case of pronunciation is not as clear. Many words that are orthographically similar in Spanish and Portuguese have pronunciations that differ markedly (e.g., "verde," meaning "green," pronounced BEAR-day in Spanish and VEH-jee in Brazilian Portuguese).

In this talk, we will describe a recently completed study, in which two groups of native English speakers (one with no history of romance language instruction and the other with Spanish as an L2) were taught Brazilian Portuguese pronunciation rules and then tested on their ability to correctly

pronounce Portuguese words. The test words included Portuguese cognates with Spanish and English and non-cognates.

We predict that transfer from Spanish will have a negative effect on the ability to correctly pronounce Portuguese-Spanish cognates such as “verde,” but do transfer-related errors also extend to non-cognates, and if so, to what extent? We also contrast the errors made by non-Spanish speakers with those of Spanish speakers to determine whether one group is simply better at learning Portuguese pronunciation than the other, or if both groups are equally likely to err, but in different ways. If the two groups make very different types of pronunciation errors, it may indicate the need for separate classrooms, in which the instructor can tailor instruction methods to best suit students of a particular language background.

Preliminary data suggest that Spanish speakers did indeed perform better overall, and that non-Spanish speakers were more likely to make English-related transfer errors. In this talk, we will explore the implications of our findings for theories of transfer and methods of Portuguese instruction, as well as for the role of cognates in eliciting transfer errors.

MacWhinney, B. (1997). Second language acquisition and the competition model. In A. M. B. De Groot & J. F. Kroll (Eds.), *Tutorials in bilingualism: Psycholinguistic perspectives* (pp. 113-142). Mahwah, NJ: Lawrence Erlbaum Associates.

What do language proficiency tasks measure? – Differences in assessments of (second) language proficiency in preschool children with an immigrant background

Dörte Utecht

Several tests to assess the (second) language proficiency in preschool children have been developed in Germany. Today, they are used to identify those children who need special (second) language training before entering school. These tests directly affect the interface between linguistics and pedagogics. In general, they are based on the implicit understanding that the theoretical construct of “language proficiency” is similar in both disciplines. But whereas educational settings focus on school language and literacy skills, linguistic understanding of “language proficiency” is often interchangeable with language competence. However, if the term “language proficiency” is used in preschool education and language and speech therapy, its linguistic implications often remain unreflected. The discrepancy between pedagogical concept and linguistic understanding may thus lead to misinterpretations of child language production.

In my presentation, I point out the fundamental role of a language proficiency concept in diagnostics and in language education of multilingual children. I will give a short overview of some of the German assessments which aim at capturing language proficiency in general. I will show that different language tests pretend to assess the same language proficiencies. In contrast to this, language concepts and the (underlying) definition of language proficiency in these tests differ. The assessments vary with respect to the language abilities tested. While some tests focus on receptive vocabulary tasks (cf. Cito 2006) others focus on verbal inflection (cf. Reich & Roth 2004). One test, for example, identifies twice as much bilinguals than monolinguals as at risk for language delay, another identifies nearly thrice as much bi- than monolinguals. I will argue that these testing results follow from the fact that linguistic factors with respect to language proficiency have not been considered.

Finally, I will point at the fact, that these findings are not limited to preschool language testing in Germany only. In some aspects, they strikingly resemble the discussion about language proficiency tests for preschool English Language Learners in the US (cf. MacSwan, Rolstead & Glass 2002). But, due to the fact that political and educational circumstances differ in both countries, the debates vary, too. I will discuss the similar and the deviant arguments from both countries and I show that they may offer new perspectives for language testing in preschool age in Germany as well as in the US.

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Topic and focus in early bilingual grammars

Elena Valenzuela and Elaine McIlwarith

Current research has suggested that interface areas such as syntax/discourse are more vulnerable to incomplete acquisition (Sorace 2004; Tsimpili et al. 2003; Montrul 2004; Valenzuela 2005). That is, the input for syntax proper may be more 'informative' than the interface areas which are potentially ambiguous. Moreover, it has been shown that simultaneous bilinguals display a lack of convergence on the heritage language as opposed to their dominant language (Toribio 2001; Montrul 2002, 2004, among others). If this is the

case, then Spanish heritage speakers may also exhibit language loss for interface areas such as the discourse-syntax interface.

Both topic and focus are discourse level operators which can appear at the left periphery of a clause. In Spanish, topicalization is expressed using the clitic left dislocation construction (CLLD) when the topicalized DP is specific, but takes a non-clitic left dislocation (non-CLLD) when the topicalized DP is non-specific, as in (1a-b):

- (1) a. Esta ciudad, *(la) he visitado muchas veces.
this city, *(CL) I-have visited many times
b. Leche, bebo todos los días. milk, I-drink everyday

While Spanish displays this specificity distinction, English is restricted to contrastive left dislocation (CLD) regardless of the specificity in the context (2a-b):

- (2) a. This city, I have visited (*it) many times.
b. Milk, I drink everyday.

In this way, English depends purely on discourse for specificity whereas Spanish relies on the relationship between discourse and syntax. While topic is related to old information, focus is related to new information. Following Cinque (1990) and Rizzi (1997), focalized elements are in Spanish move to the left periphery but are not coindexed with a clitic (3):

- (3) LAS GAFAS (*las) he perdido (no la cartera).
THE GLASSES (*CL) I-have lost not the wallet

Wh-operators, which express new information, can occur with topic (4) but not with focus ((5):

- (4) A Juan, ¿quién le ha invitado?
To Juan, who CL has.2sg invited
(5) *A JUAN ¿quién ha invitado?
To Juan, who CL has.2SG invited

This paper aims at contributing to the literature on both heritage speakers and the acquisition of syntax-discourse interface properties. We report on a study comparing the acquisition of Spanish topic and focus constructions by Spanish heritage speakers living in Canada (n=20) and adult, end state L2 learners (n=15) whose L1 is English. There was also a monolingual Spanish control group (n=25). Two tasks (a Sentence Completion Task and an on-line Sentence Selection Task) targeting topic and focus constructions and associated interpretive properties were administered. Results indicate that both the syntactic properties and the interpretive properties of specificity were acquired by the early bilinguals but not the late bilinguals. Implications of the data will be discussed in terms of the role of input and transfer.

English-Afrikaans intrasentential code switching: Testing a feature checking account

Ondene van Dulm

This paper reports on the results of a doctoral research project focusing on the grammatical structure of intrasentential code switching between English and Afrikaans. The work aims to test the hypothesis that certain assumptions and devices associated with minimalist syntax (specifically, feature checking and related principles and operations) provide an adequate framework within which to characterise and explain the structural aspects of English-Afrikaans intrasentential code switching. In terms of this hypothesis, the same grammatical principles that account for monolingual phenomena also account for intrasentential code switching phenomena.

The study focuses on six constructions in which surface word order differs between English and Afrikaans. These differences were analysed within the framework of feature checking theory, where syntactic movement is proposed to be driven by the need to check strong features. The differences, all involving verb position, were thus reduced to differences in the strength of certain features and the ability of the verbs of either language to check these features. On the basis of these analyses, predictions were made for the well-formedness of constructions in which English and Afrikaans are switched. The predictions involve verb movement in focalisation and topicalisation structures, in *wh* and *that* subordinate clauses, in *yes-no* questions, and in constructions containing adverbs.

Data to inform the predictions were gathered from 30 fluently bilingual participants by means of (i) judgments of the relative well-formedness of visually-presented code switched sentence pairs; (ii) judgments of the relative well-formedness of auditorily-presented code switched utterance pairs; (iii) magnitude estimation of the well-formedness of visually-presented code switched sentence sets; (iv) video clip description; and (v) sentence construction.

The paper briefly explicates the analyses of and the predictions for the six constructions tested, and reports on the results of the study (focusing mainly on those of the three judgment tests due to time constraints). The paper concludes by discussing briefly the extent to which the hypothesis is borne out by the data, i.e., the extent to which feature checking theory provides an adequate framework within which to account for intrasentential code switching.

The late bilingual development of oral fluency, accuracy and complexity in

Siska Van Daele, Alex Housen, Michel Pierrard, Luc De Bruyn

The fields of second language acquisition and second language teaching have recently witnessed a growing interest in the fluency, accuracy and complexity of L2 production (e.g. Skehan 1996, 1998), but our knowledge of the psycholinguistic mechanisms which underlie these dimensions of linguistic proficiency is still limited. Previous studies of memory capacity in L2 processing suggest that late bilinguals have limited processing capacities and cannot attend to all aspects of speech production in their weaker (second) language at the same time, resulting in trade-off effects between fluency, complexity and accuracy (Ellis, 1990) and positive correlations between working memory processing and fluent rendering of any given L2 (Rosen and Eagle, 1997). The study reported in this presentation further explores these issues by investigating the development of fluency, accuracy and complexity in the simultaneous acquisition of two L2s (French and English) rather than one L2s in previous studies by the same learners (native speakers of Dutch), and by comparing these dimensions to baseline data from native speakers of English, French and Dutch. Participants are Dutch-speaking, English-speaking and French-speaking secondary school students (n= 3x25, age 14-16) living in Flanders and Brussels. The pupils' oral speech production in all three languages was tapped by means of an oral retell task based on a wordless picture story. Proficiency in both L2s was measured on four occasions at six months intervals. Native speaker baseline data were gathered once. Regression analysis with repeated measurement tests of fixed effects (Littell et al., 1996) was used to investigate the following research question: a) How does the bilingual oral fluency, accuracy and complexity develop in English-L2 and French-L2? Results of our analyses indicate (a) significant increases in fluency, lexical accuracy and grammatical accuracy for both target languages (b) overall increase in lexical diversity and syntactic complexity for French, but no significant change for either of these measures in English. We will offer interpretations and possible explanations for our findings by considering the psycholinguistic factors responsible for the developmental variation in the fluency, accuracy and complexity of the L2 learners' oral production in the two L2s.

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Bilingual assessment strategies in higher education

Christa Van der Walt

Assessment of cognitive academic language proficiency, particularly with a view to access or placement, is generally conducted in the medium of instruction. However, it is well-known that bi- and multilinguals generally make use of more than one language when they tackle a cognitively demanding task. By asking them to provide evidence of their ability to function cognitively in only one language, academic support staff generally get an incomplete picture of such students' academic competence. Two separate tests of academic language proficiency may not give a very clear picture of bilinguals' cognitive academic language proficiency either. The point of departure in this paper is that the assessment of bilingual competence can give an indication of the degree to which students in a higher education environment are able to access their home language to facilitate reading comprehension of scientific tests.

Building on the work by Dufour and Kroll (1995) , Kecskes (2005) and Jessner (2006) , the research reported on here investigated the extent to which an explicitly bilingual task affected the performance of a group of bilingual higher education students compared to another group who were given the same, but monolingual task. On the basis of the results it is argued that content learning through a language that is different from the home language and from the secondary school medium of instruction should acknowledge bilinguals' increased capacity to manage cognitively demanding texts.

The increasing importance of English in higher education worldwide necessitates this acknowledgement and two successive international conferences on Integrating content and language in higher education (see <http://www.unimaas.nl/iclhc/>) have discussed the problems involved. It has become necessary to move towards bi-/multilingual assessment practices rather than a continued and exclusive focus on English language proficiency assessment and academic support. This paper concludes by asking whether current insights into bilingual language processing and "conceptual fluency" (Kecskes 2005) may also provide some direction for poorly resourced educational environments where the acquisition of (mainly) English as a language of learning and teaching is lacking or fragmented.

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What does it mean to be bilingual? Representations of bilingualism in the language biographies of South Tyrolean speakers

Daniela Veronesi

Recent research on “language biographies”, as collected by means of narrative interviews (Franceschini/Miecznikowski 2004, Adamzik/Roos 2002, Fix/Barth 2000, among others), has shown the usefulness of a discursive, qualitative approach when studying bi- and multilingualism, providing insights on how individual speakers perceive, experience and represent languages and discursively construct their identity, and thus not only opening up new perspectives in bilingualism research - in that such research can offer inputs to language policy and language teaching -, but also representing a valid complement to sociolinguistic quantitative surveys on bilingual communities, in that it explicitly analyzes speakers’ statements in context, as they emerge within descriptions, argumentations, narrations and further discursive modalities.

Taking such body of research as a departure point, the paper explores the language biographies of eight speakers living in South Tyrol (an autonomous province with a German speaking and a Ladin speaking minority within the Italian state); in particular, it investigates the ways speakers represent their linguistic repertoire (mother tongue, second language, language varieties, further languages), and bilingualism - its definition, the values that are attributed to it, as well as advantages and disadvantages that are considered connected with it - by analysing epilinguistic reflections, glossonyms, metaphors, antithesis and further rethoric figures (see Gueunier 2003, Tabouret-Keller 1997, Niedzielski/ Preston 2003, Lakoff/Johnson 1980).

Particular attention will be thereby devoted to similarities and differences in the representations of (self-defined) “bilingual” and “non-bilingual” speakers, and to the ways these may be related to public discourse. Furthermore, by viewing narrative interviews as co-constructed discourses (in which the interactional dimension between interviewee and interviewer and the representational dimension between autobiographical and collective-historical sphere are constantly intertwined, see Franceschini 2001), it will be analyzed how and insofar in speakers’ narratives representations, attitudes and practices

are presented as coherent with one another, so as to discuss the discursive ‘work’ carried on in shaping one’s own language biography as a unified whole and in trying to make sense of it for oneself *and* for the interlocutor against the background of larger historical and societal events.

Code-copying framework and verb copiability: evidence from Estonia’s Russian

Anna Verschik

Numerous scholars of contact-induced language change have tried to establish borrowability hierarchies. While different in details, all hierarchies have one feature in common: nouns are most borrowable items and verbs are believed to be borrowed less frequently (Field 2000, Moravcsik 1978, van Hout and Muysken 1994). This is due to the fact that verbs are more abstract in their meaning than nouns and are less autonomous (require more morphosyntactic integration). Such approaches keep lexical and structural borrowing apart; however, the strict division is methodologically questionable for the following reasons: (1) there are no satisfactory universal criteria for distinguishing between one-word code-switching and establish lexical borrowing; (2) code-switching causes changes in structure (Backus 2005); (3) traditional approaches seldom consider sociolinguistic and attitudinal factors.

Johanson (1993, 1999, 2002) proposed code-copying framework which considers both lexicon and structure, sociolinguistic and structural factors, and the dynamic nature of varieties in contact (a complex input in multilingual and non-first generation speakers). The framework distinguishes between global copying (“borrowing”), selective copying (“structural borrowing”, “semantic borrowing” etc) and mixed copying (selective + global). Attractiveness, salience and prominence of an item on discourse organization level increase copiability. One can see connections between this approach and, on the other hand, the notion of semantic specificity (Backus 2001) and functional-cognitive approach (Matras 1998, 2005). In this light, the question of what is borrowed more and why may be reformulated: is the type of units (nouns, verbs etc) connected with the degree of copying (global or selective)? What units are prone to global copying? Is it possible to construct a copiability hierarchy/continuum that includes the following factors: structural/material properties, meaning, prominence at discourse level, and degree of copying?

The working hypothesis is as follows: units that are active at discourse level are likely to be copied globally (nouns, pragmatic particles, sometimes adjectives, numerals etc). Certain types of grammatical meaning (modality, evidentiality) also play an important role for the discourse and, thus, also are likely to be copied (but this is not necessarily global copying). Basing my discussion on varieties of Russian spoken in Estonia, I conclude that, although

verbs (unless semantically specific) are less probable candidates for global copying, they are very good candidates for selective copying. It is also explicable by the fact that verbs are less important on discourse-organization level.

NEW HORIZONS IN THE BILINGUALISM PROCESS IN CAMEROON

Ernest Lukong Veyu

In the Cameroonian context, the main organ catalyzing the process of bilingualism has been government policy. In recent years, however, there is observably a great boost to bilingualism from the church, especially in Pentecostal circles. In this paper, we want to investigate into the role that the Pentecostal Churches are playing and will play, in the bilingualism process in Cameroon.

In Cameroon, there is a great upsurge of Pentecostal denominations. The very major ones are the Christian Missionary Fellowship International, the Full Gospel mission, the Apostolic Church of Cameroon, the Redeemed Church of God and the Churches of Christ. Taking the example of the Christian Missionary Fellowship International, which has a division and sub-divisional representation in the country, a number of their activities and policies are largely pro-bilingualism at various levels.

There is a strong brotherhood bond among its many members, which means that the Anglophone-francophone divide, which has often proved a hindering factor, is greatly minimized. Coupled with this, there is strong pulpit condemnation of social discrimination at all levels, further bringing together the two national lingual parties.

Along the same lines, all the services are bilingual. Unlike the conventional churches where at best there is an Anglophone service in a francophone zone and vice versa, at least 75% of their services, nationwide are interpreted into English or French, depending on the language of the ministering pastor. It would seem to me that apart from the government, no other body is actually and potentially doing more to enhance the bilingual process in the whole nation.

Remarkably, their radio is also run along bilingual lines. That is to say, every broadcaster is accompanied by an interpreter into the other language. This method of broadcasting is unique, and has gone a long way to boost bilingualism in the church and greatly beyond the confines of the church.

Observably, there is an increasing number of Anglophone-francophone marriages, all over the nation, in Christian Missionary Fellowship International circles. This is giving rise to a new generation of Cameroonians that is very bilingual. Talking to a number of these children, it is hard to say

whether they are Francophone or Anglophone. They are simply bilingual Cameroonians.

Another issue worthy of note is the increasing level of co-habiting between Anglophones and Francophones in this fellowship. In such cases, English and French are used interchangeably, thereby increasing the bilingualism level of both parties. Considering that this is becoming a nation-wide phenomenon in Pentecostal circles, it is serving as a real catalyzing factor to bilingualism.

Perception and use of South Tyrolean dialect in a multilingual context

Alessandro Vietti

The proposal will focus on the following problems: How is a dialect categorized by multilingual speakers? And how does the speakers' perception influence its use in everyday multilingual communication?

South Tyrol is a geographic area, historically characterized by multilingualism (German, Bavarian dialects, Italian, Ladin) and strong language contacts, nonetheless there are still three distinct linguistic groups (German, Italian and Ladin) which partly overlap and show different amounts of individual bi-multilingualism.

For what concerns the Italian side of the overall linguistic repertoire, it must be noted that for historical reasons there isn't the typical dialect-standard repertoire. As a matter of fact none of the Northern Italo-Romance dialects (e.g. Venetian, Trentino, Lombard dialects) is spoken alongside the standard language in South Tyrol.

On the contrary, the German side is very rich, showing a medial diglossia with Hochdeutsch (standard German) as the written standard, and dialect that covers the whole space from local village dialect (Basisdialekt) to interdialect (Vehrkersdialekt), up to the urban (Bozner) koine (used even in more formal contexts) that represents a bridge towards a colloquial regional German.

In this complex situation, it is interesting to isolate the factors affecting the use of dialect in situations where language choice is uncertain and not completely predictable a priori, namely requests of (street) directions (Gardner-Chloros, 1991).

A sample of 900 of such short verbal interactions has been collected and analyzed. A logistic regression (using VARBRUL) has been performed on the data, aiming at understanding under what circumstances dialect (the local choice) is selected instead of koine/"colloquial German", Standard German, or Italian.

To provide a reliable categorization of the dialect continuum (Auer / Hinskens / Kerswill, 2006) and also to support and contrast the regression analysis, a perception pilot-test on a sample of 30 South Tyrolean speakers has been carried out (Clopper / Pisoni, 2004). In this test the subjects are asked to

categorize the stimuli of dialect taken from the corpus of real data of requests of directions.

The comparison of the results of the two analysis allows us:

- a) to understand how the language use is influenced by the perception of multilingual speakers,
- b) to observe how stable (or fluid) the mental maps of dialectal continua are,
- c) to outline possible directions of change in the status of South Tyrolean dialect.

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Finiteness in English as an L3: Content-Based vs. English as a School Subject Learners.

Izaskun Villarreal-Olaizola and M^a Pilar García-Mayo

In recent years much effort has been devoted to the characterization of finiteness in L2 acquisition (Haznedar and Schwartz, 1997; Lardiere, 1998a, 1998b, 2000; Prévost and White, 1999, 2000; Ionin and Wexler, 2002, among many others). However, no research has been carried out on this issue in EFL settings regarding the contrast between content-based learning and the learning of English as a school subject (Muñoz, 2003). This paper explores how tense and agreement are acquired by bilingual (Basque-Spanish) speakers learning English as an L3 and differing in the type of program they follow at school: a Content-Based Instruction (CBI) program versus an English as a school subject (ESS) one.

Based on findings from previous research, we have entertained the following hypotheses:

1. The interlanguage (ILG) of our participants is not impaired at the level of abstract categories or features underlying finiteness (Haznedar and Schwartz, 1997; Lardiere, 1998a, 1998b, 2000; Prévost and White, 1999, 2000; Ionin and Wexler, 2002; among others). Thus, we expect more errors of omission than of commission.
2. Tense and agreement will be instantiated earlier in suppletive forms than in affixal forms (Zobl and Liceras, 1994). Thus, we predict that the number of

inflected suppletive forms will significantly exceed the affixally inflected verb forms.

3. The participants in the CBI program will obtain better results than those in an ESS program (Muñoz, 2003). Thus, we expect to find accurately inflected verb forms significantly more frequently in CBI learners than in ESS learners.

Fifty-four (54) 15-16 year old students participated in the study. They were divided in two groups: the CBI group (overall classroom exposure: 1120h) and an ESS group (overall classroom exposure: 792h). Both groups started learning English when they were 8 but when they were 14-15 CBI learners entered a program in which at least one curricular subject was taught in English.

Our findings confirmed that the ILG of our participants is not impaired at the level of abstract categories or features. This can be observed in the very few errors the learners make (0.86% for the CBI group and 1.76% for the ESS group). Besides, the rate of suppliance of correct inflection is significantly higher with suppletive forms than with affixal forms ($t= 71.41, p<0.0001$ for the CBI group and for the ESS group $t= 63.44, p<0.0001$) thus, confirming hypothesis 2. Finally, CBI learners only partially outperform ESS learners since no significant differences were observed between the two groups as regards suppletive inflection ($t= -1.16, p= 0.12$). Only when the third person –s was compared the CBI group outperformed the ESS group ($t= -7.90, p<0.0001$), whereas no differences were observed when past –ed was compared ($t= -0.65, p= 0.26$).

Our results support those reported in Ionin and Wexler (2002) and they will be analysed in the light of the contrast between CBI programs vs. ESS programs.

Being and becoming - notions and dynamics of linguistic self-concept among bi/multilingual migrants in Aotearoa/New Zealand

Ute Walker

Migrants typically experience changing patterns of language use and proficiencies, as well as the emergence of new identities. This paper reports on the linguistic and social-psychological dynamics associated with the migration experience, based on a study carried out with migrants from a wide range of ethno-linguistic backgrounds (Walker: 2004).

The study integrated both sociocultural and social-psychological perspectives to examine issues of language and identity among migrants in New Zealand and to explore the role of their languages of origin as a means of self-construction. The notion of self-concept is particularly relevant in migration settings, where multiple discontinuities can impact on a sense of self-consistency, and changing linguistic repertoires and patterns of use may affect

a speaker's self image (Bialystok: 2001). The paper will discuss the notion of a linguistically mediated self-concept and illustrate how and to what extent migrants perceived their continuity of being (Fishman: 2001) associated with their languages, while at the same time facing a monolingual mindset in the New Zealand context. Despite the country's de facto ethno-linguistic diversity and its bicultural heritage, expressed in official English-Maori bilingualism, high levels of English-only monolingualism remain (81%, Census 2001).

The paper proposes a model of linguistic and affective enrichment which conceptualises migrants' languages as a linguistic resource for self-construction and the process of 'becoming'. A case will be made for the promotion of bi/multilingualism as an important settlement outcome for migrants to foster sociocultural and linguistic continuity and increased psychological wellbeing.

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The use of prepositions by Bilingual SLI children: The relative contribution of representation and processing

Joel Walters, Sharon Armon-Lotem, Gabi Danon, Efrat Harel, Ruth Litt,

Prepositions are a locus for code interference in bilingual populations, but are not necessarily considered an indicator of SLI children. This paper looks at the use of prepositions by SLI bilingual English-Hebrew preschool children, and a group of age-matched bilingual typically developing children (TD) in order to show the relative contributions of bilingual linguistic representation and SLI (limited) processing capacity to their use of prepositions in an elicited imitation task.

Subjects were 12 sequential bilinguals from English-speaking homes who had been exposed to L2 Hebrew in Hebrew-speaking pre-school programs for more than two years. All children, referred by speech clinicians and placed in "Language Preschools", were tested on standardized measures of English and Hebrew. The SLI children are compared with TD sequential bilinguals from the same neighborhood. Data were collected using an elicited imitation task.

Subjects were asked to repeat 24 sentences, in each language, 10 containing prepositions which are used in adverbials (PP-adv), e.g., temporal and locative, and 14 containing prepositions which are governed by the verb (PP-verb). This design yielded 120 PP-adv and 148 PP-v for each group.

Findings show that both TD and SLI children had more errors in English than in Hebrew, reflecting higher proficiency in Hebrew, and a tendency to allow more interference in the English production. Both groups of children demonstrated erroneous use of prepositions due to code interference, e.g., laughed on instead of laughed at, but only the SLI children showed unsystematic substitution of prepositions which could not be explained by crosslinguistic influence. This was true for both languages. A typological difference between the two languages was found, for the SLI children, in the type of preposition which was more susceptible to errors. In English, significantly more errors occurred with PP-verb, than with PP-adv ($t=2.11$, $p<0.05$), while in Hebrew a reverse picture emerged with significantly more errors with PP-adv than with PP-verb ($t=-2.54$, $p<0.05$). While substitution errors were found for SLI as well as TD bilinguals and constitute most of the errors, omission errors were fewer and were found only for some SLI bilinguals (4 out of 29 errors in Hebrew and 10 out of 76 errors in English). These errors were restricted to prepositions governed by the verb.

We argue that while code interference is not a unique feature of SLI, the unsystematic substitution errors are unique to SLI and are caused by a general processing difficulty (Leonard 1998) rather than a representational one, and are therefore manifested in the same way in both languages, despite the typological differences. On the other hand, though some of the omission errors can be explained by code interference, we would argue that their restriction to the SLI population might indicate optionality in the linguistic representation which resembles those reported by Roeper et al. (2000).

L2 proficiency measured by partial awareness of masked primes in lexical processing

Xin Wang

Previous studies in L2 lexical processing demonstrated a myth in the lexical decision task with bilinguals. In the masked priming paradigm, when the prime word is in L1 and the target word in L2 and they are a pair of translation equivalents, there is strong translation priming. This effect indicates the L2 processor benefits from previous exposure to its translation equivalent in L1, and thus suggests L1 and L2 are conceptually connected as argued by the Sense Model and the RHM (Kroll & Steward, 1994; Finkbeiner, Forster, Nicol & Nakamura, 2004). However, when the prime word is L2 and the target L1, the priming effect disappears. To solve this myth, it could be hypothesized that

processing L1 primes from script to meaning differs from that in L2. It is questionable whether L2 primes are ever processed in lexical decision at the semantic level.

It has been argued in the masked priming literature that masked cross-modal and semantic priming effects are obtained only with subjects who demonstrate partial awareness of the prime (Kouider & Dupoux, 2004). Since translation priming could be a form of semantic priming, one can reason that translation priming should only occur for subjects who are partially aware of the primes, either in L1-L2 or L2-L1 direction when performing lexical decision. It is unknown whether bilingual subjects will demonstrate differential partial awareness of their two languages. If partial awareness of the masked prime is critical for semantic priming, then it is clear why L1-L2 priming should be stronger than L2-L1 priming in lexical decision.

This study will address two issues: 1) whether the asymmetric priming pattern in bilinguals is due to their different sensitivity and automaticity in processing their two languages; 2) if the asymmetric priming pattern is truly due to differential partial awareness of L1 and L2 masked primes, the threshold of partial awareness could be used as a measurement of subjects' proficiency of their second language. Given this, partial awareness of masked primes could be used as an index of bilinguals' proficiency in their L2 reading.

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An integrated framework for language spread: a focus on Mandarin spread in Malaysian Chinese community

Xiaomei Wang

This paper aims to complement the previous theories on language spread and propose an integrated framework based on the data obtained from Malaysian Chinese community through questionnaire survey, structured interview, and participant observation.

1) Factors leading to language spread. Since there are different types of language spread, such as demographic model, econocultural model, and imperial model (Quirk 1988), the factors in role are different. The differentiation of salient factors and non-salient factors is necessary. For the case of Mandarin spread in the Chinese community in the State of Johor,

Malaysia, mass media is the salient factor (Wang 2005). Other factors, such as Chinese education, the economic and cultural value of Mandarin, and language attitude are non-salient, but important factors.

2) The process of language spread. The participant observation in four cities, namely Muar, Batu Pahat, Kluang, and Johor Baru, and the interviews of three-generation Chinese families show that Mandarin not only occupies public domains, but also private domains (Wang 2006a, b); the use of Mandarin also extends to the domain of social institutions, out of which education and mass media are the two most influential domains. In addition to the synchronic description of language use, we also further explore the diachronic process of spread. Generational difference of language use is a useful clue (Wang 2006a). Mass media could also help to figure out the process of Mandarin spread. The continuous exposure in Mandarin TV programmes from Singapore since 1980s makes it ease and habitual that Mandarin is adopted as home language. Since mass media is always home-oriented, we hypothesize that Mandarin spreads from the home domain to public domains. Based on the above arguments, we propose that the diffusion of Mandarin is not a top-down process, but from private domains to public domains, within which it spreads from formal domains to informal domains (Wang 2006b).

3) The consequences of language spread. Language shift may be one of the consequences of language spread (Cooper 1982:26). For the case of Mandarin spread, the trend of shift is from Chinese dialects to Mandarin. The young generation acquires Mandarin not as an additional language, but as their mother tongue. The second possible consequence of language spread is its integrating function. The composition of Malaysian Chinese community is not homogeneous, but heterogeneous. Ethnic Chinese is segmented into several sub-groups along the line of dialects. The integrating function of Mandarin has been propagandized by the Singapore government by Speaking Mandarin Campaign, which also influences Malaysian Chinese through TV broadcasting. Integrating the Chinese ethnicity is one side of Mandarin spread, while weakening sub-ethnic group identification is the other. The survey shows that young generations are not conscious about their sub-ethnic groups any more compared to their parents and grandparents.

Written language production in text telephone conversations between deaf people

Åsa Wengelin & Carin Roos

For most deaf Swedish people Swedish Sign Language (SSL) is the first language and written Swedish the second. This is very particular L2 situation. First, they only have access to their second language in its written form, i.e.

learning to write and learning the second language become the same process. Second, until quite recently deaf people needed their second language not only to communicate with hearing people but also to communicate with each other in telephone conversations. For many deaf people text telephone conversations with other deaf people has been the main usage of Swedish.

This particular L2 situation raises several questions. First, how does the on-line communication situation influence the written language production of this group? Second, does this group develop their own linguistic features of Swedish, based on for example sign language usage, when they communicate with each other? Third, do the answers to question one and two transfer to other forms of writing and in that case how?

In this presentation we will focus on the written language production process. Analyses include temporal analyses and analyses of editings. Text telephone conversations between deaf people are compared with monologue writing of deaf people and with L1 monologue writing of hearing people. Two sets of data are used: The first is a set of 15 text telephone conversations and written monologues by the same subjects. The second is a corpus of 36 monologue texts written by nine deaf writers, and 40 texts by 11 hearing L1 writers – all of whom have written on the same given topics.

The results so far indicate the deaf writers are fast and fluent writers, in monologue as well as in dialogue. In monologues the deaf writers make fewer and shorter pauses than the hearing L1 writers. When it comes to editings both groups edit about the same amount of text in the written monologues. However, the editing distance of the deaf group is considerably shorter than that of the hearing group. Finally the deaf writers edit significantly less in the dialogues than in the monologues. We conclude that the dialogue setting influences the temporal aspects as well as the editing patterns of writing. Some of these aspects also appear to transfer to the monologue situation. The deaf L2 writers appear to be fast linear writers also in monologues, although they edit considerably more in that situation.

Success at the syntax/semantics interface: definiteness effects in L2 English.

Lydia White

Recent research on bilingualism and SLA focuses on interfaces between different components of the grammar, such as syntax/discourse (e.g. Lozano 2006; Serratrice et al. 2004), syntax/semantics (Dekydtspotter et al. 2001) and morphosyntax/phonology (Goad et al. 2003). Well-known L2 problems are attributed to difficulties in integrating interface phenomena and some researchers imply that interface phenomena are necessarily problematic. However, there is no principled reason why all interface phenomena should

cause difficulties to L2ers. The present paper suggests that definiteness effects are an interface phenomenon that L2ers have no difficulty with.

The Definiteness Effect (DE) (Milsark 1977) is a semantic restriction with morpho-syntactic effects. In existential *there* constructions, indefinite (or weak) DPs are expected, as in (1a) and (1c), while definite (or strong) DPs are usually disallowed, as in (1b) and (1d). In other words, the semantic requirement determines which morphological realization is acceptable (*a* but not *the* ; *one* but not *every*).

1. a. There seems to be an animal in the garden.
- b. *There seems to be the animal in the garden.
- c. There is one man in the garden.
- d. *There is every man in the garden.

English expresses definiteness morpho-syntactically, by means of the article system. Other languages may have a semantic definiteness feature which is not realized overtly. Mandarin lacks articles altogether and Turkish has only an indefinite article. These languages also show definiteness effects (Enç 1991; Huang 1987). However, these effects play out differently, given the absence of a definiteness contrast in the article system.

In L2 acquisition of English, given an L1 without this overt contrast, learners must come to associate the semantic definiteness feature with new morphological forms, a case of feature reassembly in the sense of Lardiere (in press). Furthermore, learners must work out how the DE plays out in L2 English.

To investigate the DE, an experiment was conducted with adult learners of English (intermediate proficiency): 16 Mandarin and 15 Turkish speakers. Subjects were audio-taped describing a sequence of pictures. A number of existential constructions were elicited (on average, 10 for each Mandarin speaker and 16 for each Turkish speaker). Both groups produced a variety of appropriate existentials (singular and plural), including with an indefinite article (*there is a man*), bare plurals (*there are children*), weak quantifiers (*there are some pencils*) and numerals (*there are two cars*). The only errors involved failure to produce an article (*there is lady*). There were NO definiteness effect violations, i.e. no existential constructions with definite articles in place of indefinite, or strong quantifiers in place of weak. These results suggest that, at least for this L2 property, the syntax/semantics interface is unproblematic.

A Pre-Post ERP (Event-Related Brain Potential) Investigation of Late L2 Acquisition in an Intensive Language Course

Erin Jacquelyn White, Fred Genesee, Karsten Steinhauer

Much debate exists over whether second language (L2) attainment and the neurological changes associated with L2 learning are limited by a critical period (Johnson & Newport, 1989). Event-related brain potentials (ERPs) are an ideal tool to address this issue as they provide an online measure of brain activity while learners process L2 input. In native speakers, morpho-syntactic processing is associated with two ERP components (**LAN**, **P600**) which index both early-automatic and late-controlled processes during sentence comprehension. While early studies found that late L2 learners cannot elicit these components (Weber-Fox & Neville, 1996), recent research suggests that L2 proficiency levels may play a critical role in recruiting native-like neuro-cognition regardless of age of L2 acquisition (Steinhauer et al., 2006). However, in contrast to cross-sectional studies, such as these, testing how L2 processes change within the same learners is better suited to measure the neurobiological basis of the Critical Period Hypothesis. In a recent longitudinal study, adult novice learners exhibited ERP responses suggesting that late L2 learning can result in “native-like” neurological changes even after limited L2 instruction (Osterhout et al., 2006). However, it is still unclear whether such changes are possible for all aspects of L2 learning, such as processing of L2 morphology that cannot be transferred from L1 and of L2 syntax, which is thought to be more difficult, if not impossible, for late learners.

We present pre-post data examining ERP responses in 30 Korean speakers both at the beginning and end of a 9-week intensive intermediate level English course while they read 120 correct sentences and 120 containing one of three violations of English grammar that could not be directly transferred from their L1: violations of morphological verb-subject agreement (**often she doubt the weather report*), inflection (**she did not packed the bags*) and syntactic phrase structure (**the man made the enjoy to meal with friends*). Analyses of the verb-agreement data suggest that late L2 learning can lead to changes in the ERP signal. At the start of the course, the students' ERP responses indicated that they did not differentiate between correct sentences and those with agreement violations. However, by the end of the course these sentences elicited a clear P600 effect that is similar to that of native-speakers. These results suggest that L2 learning at the behavioral level is associated with processing changes at the neuro-cognitive level and that even among late learners, as L2 proficiency improves brain processing begins to resemble that of native speakers. The results will also be discussed in terms of other cognitive/social variables thought to influence rate of L2 learning (phonological short term memory span, motivation to learn, and exposure to L2) and the role they play in predicting changes in the ERP signal brought about by learning.

When positive evidence isn't evident: A multi-dimensional analysis of possessive determiners in classroom input

Joanna L. White, Laura Collins, Pavel Trofimovich, Walcir Cardoso, Marlise Horst

A well-documented learning challenge for speakers of Romance languages is the acquisition of the possessive determiners (PDs) 'his' and 'her' in English (e.g. White, 1998; White & Ranta, 2002; White, Muñoz, & Collins, in press; Zobl, 1984). Previous studies have focused on the morpho-syntactic challenge, documenting how learners work out the agreement rule between possessor and possessed entity (e.g. 'mother' is female, but whose mother it is will determine whether 'his' or 'her' is appropriate.) However, features of phonology and the lexicon may also contribute to the learning challenge. For example, 'his' and 'her' contain reduced vowels and may be produced without /h/ in regular, rapid speech. The crucial determiner-noun combinations which best illustrate the agreement rule (e.g. the kin-different 'his mother' and 'her father') also may not be frequent in the input.

This paper reports on a multi-dimensional analysis of the distribution of his/her forms in teacher input to classroom learners. The goal of this study was to determine the scope (how distributed), reliability (how frequent), and salience (how emphasized contextually) of PDs in the classroom input from lexico-semantic, morpho-syntactic, and phonological perspectives. Analyses focused on the nouns with which his/her collocated, the phonetic environment in which his/her occurred, and the relative frequency of the types of PD contexts in the input.

The corpora consist of video recordings of three English Foreign Language (EFL) teachers' input to 11-12 year old francophone learners at four regularly-spaced intervals of a 400-hour intensive EFL program (~ 50 recorded hours). All contexts for possessive determiners (~ 2400) were coded for person, number and gender. Findings show that the occurrence of his/her was rare, accounting for less than 10% of the total PD corpus, that his/her collocated with few (high-frequency) nouns, and that the phonetic/perceptual salience of these forms was low. The findings highlight the 'opacity' of these forms in the input (Goldschneider & DeKeyser, 2001), clarify previous acquisition findings, and generate testable hypotheses for enhancing key properties of his/her forms in pedagogical input.

L2 Processing of Information Structure: The Role of Word Order and Pronominalization in German.

Frances Wilson, Antonella Sorace, Frank Keller

Recent work by Sorace and Filiaci (2006) has shown that while narrow syntax appears to be acquirable by L2 learners, they show difficulty integrating information from different cognitive domains, such as at the syntax-discourse interface. Thus far work in this area has relied on offline studies, which do not provide data relating to the time course of processing. Here we address this using a visual-world paradigm, in which participants' eye-movements are recorded during simultaneous presentation of a visual scene and auditorily presented linguistic input.

The study is based on work by Kaiser and Trueswell (2004) who looked at word order alternations in Finnish, where canonical SVO word order has a neutral information structure (IS), but OVS order signals that the postverbal NP is likely to be new, or previously unmentioned. We extend their work to German and furthermore manipulate whether the preverbal NP was a lexical NP or pronoun. It is predicted that use of a pronoun affects the IS of a sentence, as pronouns are frequently used to refer to a previously mentioned entity.

Our participants are native speakers of German and adult L2 German learners with English L1. It was predicted that the L2 learners would be sensitive to the IS implications of the pronouns relative to the lexical NPs, as English uses pronouns in a similar manner to German, however since English has a relatively fixed word order, acquisition of the IS implications of word order alternations may be problematic.

Participants viewed a scene with three entities, such as a boss and two secretaries while listening to short texts. These texts consisted of a context sentence, in which two of the three entities, e.g. the boss and one of the secretaries were mentioned and identified by location ("work near the door"), followed by the target sentence, which was either an SVO or OVS order sentence, the preverbal constituent being either a full NP or a pronoun unambiguously marked for case. The postverbal constituent is then ambiguous between the mentioned and unmentioned entity, i.e. in this example it could refer to either of the secretaries.

Results obtained suggest that in contrast to Finnish, native speakers of German predicted the postverbal NP in OVS sentences to be more likely to be the mentioned entity. However, the L2 learners were not sensitive to word order alternations, but were instead sensitive to the effect of NP type prior to the onset of the postverbal NP. Also, both groups showed that over time the probability of either entity being the intended referent of the postverbal NP changed. These data suggest an important role for transfer in the development of the syntax-discourse interface.

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Humour in Bilingual Conversation

Antje Wilton

This paper is based on data from a PhD study of humorous conversational activities in bilingual family interaction. Using a conversation analytic and ethnographic approach (Deppermann 2001), the study describes and analyses specific aspects of the communicative behaviour of a particular group of people. The group comprises members of an extended German/English bilingual family. The members' range of competence in the two languages varies from monolingual speakers with only a rudimentary receptive knowledge of the L2 to bilingual speakers with almost equal proficiency in both languages. Their everyday conversations show certain characteristics, of which the use of the two languages English and German in the creation of humorous conversational activities are of special interest. Humour in conversation is a widespread phenomenon of everyday interaction (Kotthoff 1998) not only in monolingual conversations but equally so in bilingual interactions. Thus, on the basis of recorded and transcribed audiodata, the study inquires into the realization processes, use and functions of humorous conversational activities in a bilingual setting. The aims of the paper are the following:

- to illustrate the methods the interactants employ to indicate their perception of the speech situation as monolingual/bilingual/exolingual (Lüdi 1987). The dominant language of the conversation is English as this is the language of which most interactants have some knowledge. Nevertheless, due to the size of the group and the fact that some of the English speakers have some knowledge of German, language choice with regard to addressee, topic and conversational activity does occur.
- to analyse their discourse behaviour in their roles as monolingual or bilingual speaker with regard to the definition of the speech situation (Long 1983) and the humorous activity they are engaged in. This involves closely examining the role of the native speaker(s) and the non-native speaker(s) in the realisation of such activities. A step-by-step analysis of the ongoing interaction will reveal how individual utterances are fine-tuned to each other and how they are placed within the development of the activity.

The combination of methods and insights derived from the study of bilingualism, native-nonnative conversation, conversational humour, conversation analysis and ethnography aims to give a comprehensive view of the processes in this type of bilingual interaction.

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Deaf students learning a foreign written language: An experimental study on cross-language interaction and individual variability

Nina Wolters, Pilar Pinar, and Janet van Hell

Our lives are increasingly multicultural, and it is important that people are able to use multiple languages (Dörnyei, 1994; Healy et al., 1998). Much research has been conducted on learning a foreign language (FL), but not with regard to deaf individuals (Piñar, Ammons & Montenegro, 2002).

We examined the extent to which deaf students' reading skills in their strongest written language (English) were influenced by learning a written FL (Spanish / French), and vice versa, as revealed by faster recognition of cognates compared to noncognates. This effect may occur because cross-language similarities of words potentially affect the recognition of words in a language (e.g., Dijkstra, 2005; Van Hell & Dijkstra, 2002). Personal factors as working memory capacity, motivation for learning the written FL, and English/FL literacy proficiency were considered as possible moderators, as well as a study abroad experience. More insight into factors that affect FL learning and word recognition in the FL in deaf individuals is theoretically relevant, but is also of practical value in light of the reading problems many deaf individuals experience (e.g., Marschark, Lang & Albertini, 2002).

Deaf and hard-of-hearing classroom learners (N=32) performed a lexical decision task in written L1 English, and in the written FL (Spanish/French) (t1). Eighteen of these learners performed these tasks also after a study abroad experience (t2). With regard to the written L1, fewer errors were made on cognates than on noncognates on t1 and t2. In the written FL, the classroom learners were close to recognizing cognates significantly faster than noncognates. The study abroad learners did recognize cognates faster than

noncognates on t1 and t2, and also more accurately on t2. Both wordtypes were also recognized faster and more accurately after the study abroad than before.

The analysis further showed that word recognition in the written L1 and written FL were influenced by working memory capacity, FL literacy proficiency, and motivation for learning the written FL, sometimes in interaction with a study abroad experience.

This study showed that deaf students' strongest written language knowledge can influence word recognition in the foreign written language, and vice versa. It also showed that learner-related factors influence the pattern of cross-language interactions. The results will be discussed in light of bilingual models of word recognition, extended to the specific conditions of learning a FL by deaf students.

Asymmetrical Cross-linguistic Syntactic Priming in Chinese-English Bilinguals' Spoken Sentence Production

Chu-hsia Wu & Andrew Hung

Most of the evidence for asymmetrical priming effect across languages comes from cross-language semantic priming studies (e.g. de Groot & Nas, 1991; Gollan et al., 1997; Jiang, 1999). Beyond lexical level of language processing, the present study investigated cross-linguistic syntactic priming with Chinese-English bilinguals. We hypothesize that asymmetrical syntactic priming occurs in Chinese-English bilinguals' spoken sentence production as well. Using three-place predicates (e.g. give) as examples, syntactic priming tasks are conducted on Chinese L1 learners of ESL to test the hypothesis: the effect of processing a particular syntactic structure formation Chinese L1 will affect subsequent processing of syntactic form in English L2 and vice versa. Two Chinese dative sentence structures S + V + NP-NP and S + ba-NP+ V + NP are tested. Participants read aloud a prime sentence. Immediately afterward, they were prompted by a three-place predicate of translation-equivalent. With the prompted predicate, they were to translate the prime sentence into English/Chinese and say the English/Chinese sentence translation aloud. Their sentence production was recorded and analyzed. The results of the experiments show that the presence of L1 (Chinese) translation equivalents impose a significant syntactic priming effect on the production of L2 (English) but syntactic priming effect of L2 English on the sentence-translation task of L1 Chinese is not significant. Implications for models of syntax generation and sentence production in Chinese-English bilingual are discussed.

THE REFLEXES OF BILINGUALISM: STANDARD vs. VERNACULAR IN CZECH AND UKRAINIAN

Galina Yavorska, Lilia Nazarenko

The paper analyses some indirect consequences of bilingual language situation resulting from puristic approaches toward language standards. While puristic language ideologies strive their best to establish a distance between the target standard idiom and the alien language by ‘purifying’ the former as much as possible from the foreign influence, the actual outcome of these efforts often is a growing distance between the varieties of the national language itself – i.e. the literary standard and the vernacular. A functional distribution arises between the varieties that are differentiated by their structural characteristics at the level of phonetics, morphology, syntax and lexis. Each of the varieties is also associated with different language attitudes. The situation resembles diglossia as described by Charles Ferguson.

The paper focuses on Czech and Ukrainian language situations. Czech language is known as the best example of the division between the standard and vernacular, while Ukrainian is unresearched from this perspective. Despite significant differences in the principles of the corpus planning in both cases (different orientations of the norm selection – orientation toward the 16th century norm in the case of Czech and toward live spoken language in the case of Ukrainian, differences in the typology of contacting languages in the bilingual language situation – the Slavic languages - Ukrainian vs. Russian - in one case and German vs. Czech in the other, different focuses of puristic efforts – stylistic purism in Ukrainian and lexical purism in Czech), similar language ideologies, meaning to distance one own language from the alien tongue in the bilingual language situation, result in similar sociolinguistic consequences.

While Czech linguists recognize the existence of a norm of Common Czech, Ukrainian linguists view spontaneous speech, such as so called surzhyk, as sub-standard and ‘spoiling language’. The authors attempt to compare the range of structural differences between the standard and spoken varieties of Ukrainian and Czech - phonetical (Cz. dobrý – dobrej, okno - vokno, Ukr. spasybi – spasiba, televizor – tilivisor), morphemic (Cz. dobří kluci – dobrý kluci, malá města – malý města, Ukr. syl’nyi bil’ – syl’na bil’), lexical (Cz. Rom – Cigoš, dívat se – čumět, Ukr. likarn’a – bol’nyts’a, dozvol’aty – rozrishaty).

A section of the paper is dedicated to a comparative analysis of modern language attitudes. Due to its archaic codification the Common Czech is evaluated by speakers as too official, so the strictly standard expression may be taken as too formal and cold. In case of Ukrainian, instances of a wary attitude to literary standard are also observed, when, standard Ukrainian in informal Ukrainian-speaking rural setting could be taken as a sign of being

‘alien’ and the interlocutor may be asked to ‘talk like us’ (hovoryty po-nashomu).

Language education policies for diverse and evolving constituencies in the state of Texas (USA)

Eva Yerende

This paper offers an overview of language policies and practices that have shaped bilingual education programs in the USA from the mid-1960s to present looking at the experiences of two different locales in the state of Texas: the rural communities of South Texas also known as "the valley" and the urban communities of North Texas also known as the metroplex area of Dallas-Fort Worth (DFW). This horizontal comparison allows for a more in-depth discussion of policies and practices introduced in state and national levels.

On the national level, Texas initiatives have always played an important role in defining and shaping language education policies and practices. Both, the Title III of the No Child Left Behind legislation (NCLB) (2002 to present) and the Title VII of the Elementary and Secondary Educational Act (ESEA) (1965-2002) have their origins in the state of Texas. To highlight the underpinnings of these federal laws and their importance in the post-war period, this paper examines bilingual education programs in two different but interrelated locales.

Briefly, the original Bilingual Education Act of 1968 (also known as Title VII of the ESEA) was a compensatory and remedial piece of legislation that targeted the rural Spanish-dominant communities of Southern Texas. Subsequent authorizations of the Bilingual Education Act of 1968 extended bilingual education to English-dominant speakers and replaced the remedial character of the original act with enriched curricula in English and other languages (ex. Spanish, Chinese, Greek, etc.). These trends were reversed in 2002 with the introduction of the Title III of the No Child Left Behind (NCLB) legislation.

Ironically, both pieces of legislation, the original Bilingual Education Act of 1968 and the Title III of the NCLB were based on cultural deficit models to convey ambivalent messages about linguistic and cultural diversity. Whereas the Bilingual Education Act of 1968 used a cultural deficit model to promote transitional bilingual education programs among the Spanish-speaking communities of the past, the Title III of the NCLB has also used a cultural deficit model to promote English immersion programs among the Spanish-speaking communities of the present. The peculiarity of Spanish-speaking communities in the present is that they appear to be a "fragmented" constituency with multiple loyalties because of multiple histories of immigration and settlement from different places of origin.

While Spanish-speakers in Southern Texas 40 years ago were presented as a homogeneous group of people marginalized due to their linguistic/cultural specificities, Spanish-speakers in Northern Texas today are presented as a heterogeneous group of people in need to be "homogenized" via English language instruction. This paper explores how the Spanish-speaking communities of Northern Texas respond to these "homogenizing" practices and the alternatives that they propose as cultural and linguistic brokers.

Parental interactive strategies and their effects

Shanjiang Yu

Bilingual parents are frequently reported to use certain interactive strategies with their children. Lanza (1991), for instance, found that parents employ some speech acts to encourage some of their children's language behaviour while discourage others. But its effectiveness is not supported by a replicate study (Nicoladis & Genesee, 1998).

In the present paper, language choice was regarded as the most effective and explicit strategy. In this study, eight Chinese immigrant children of 5 to 11 years old were selected and their conversations with their parents were recorded monthly for one calendar year. A total of 40 tapes were transcribed and analyzed in terms of language choice and interactive strategy.

Results show that children's language choice is strongly influenced by that of their parents'. Parental use of English is found to have sharply increased children's use of English. The percentage of the language choice patterns CMEE (Chinese-Mixing-English-English), CEEE, MMEE, and MEEE clearly suggests that if parents respond to children's code-switching in English, there is little chance for the children to switch back to Chinese in the subsequent turn. This result is strongly supported by the fact that, among the 669 English turns initiated by the parents in all the tapes, 84.8% of the children's responses are in English. Vice-versa, children's language choice could also impose an effect on the language choice of their parents.

In the study, the parents tended to be quite tolerant towards their children's mixed use of Chinese and English, as reflected in the fact that one-third of their responses to the children's code-switched turns were also made in mixed form. This mirrored the parental attitudes towards their children's mixed use of Chinese and English in family situations. English was not highly favoured on the average but the parents did use about 22% English turns, when responding children's English turns. This could be interpreted as a reciprocal influence between the children and the parents, indicating the changing language pattern among the parents.

Another interesting finding is that the rate of parental code-mixed turns reveals an inverse relationship with that of their children's. That is to say, after parental code-mixed turns, the children's rate of code-mixing decreases whilst

their rate of English increases. In other words, children tend to ‘upgrade’ their language choice with their parents, so that when their parents are speaking Chinese, the children’s rate of code-mixing outnumbers their rate of English and when their parents use code-mixing, more children tend to completely switch to English rather than code-mixing.

Overall, the results of the present study suggest that language choice is more effective with regard to minority language maintenance /development at family level.

Interdependency between code-switching and convergence

Anastassia Zabrodskaia

This paper demonstrates how frequent code-switching leads to convergence at different levels of language with a particular reference to Russian-Estonian bilingual data. Code-switching triggers lexical convergence and latter, in turn, can trigger a switch, lexicosyntactic convergence even more so, as overlapping syntax can act as a secondary facilitator. In Thomason’s (2001) terms it can be called a snowball effect.

Following Clyne’s (2003) concept, convergence is employed here as a general term that designates making both languages more similar to each other. It describes here the result of that process as well. The paper shows the ways in which the resources of the Russian and Estonian languages are employed.

This study describes the result of an analysis of frequent code-switching in written homeworks of Russian-speaking students studying in Estonian. Additionally, individual and group interviews were conducted during the years 2005-2006. No matter how proficient Russian students are in Estonian, their everyday linguistic behaviour makes both languages in their group more similar (bidirectional convergence).

In the bilingual data phonetic convergence is evident especially in internacionalisms. In their monolingual Russian speech students tend to stress first syllable of internacionalisms according to Estonian phonology rules.

The lexical convergence is connected to a great degree with pragmatic needs. Thus, for example, Russian-speaking students employ in their casual monolingual speech Estonian lexical items belonging to the university domain. The motives for lexical convergence are as follows: to express items that do not have appropriate equivalents in the Russian language; to express in one word something that has equivalents consisting of two or more words in Russian, and to widen the range of meaning.

Convergence can also occur at morphophonemic level resulting in compromise forms. Bilingual homophones can facilitate convergence of two language systems and lead to new creations. Morphosemantic convergence presents in the data as morpheme-for-morpheme translation of compound verbs. Syntactic convergence involves examples where Russian monolingual sentences have Estonian word order and vice versa. Both in Russian and Estonian the word order is flexible, the pragmatic order variants are allowed in addition to the basic order. But for Estonian simple sentences the basic word order is SVO. In Russian non-negated declarative main clauses students tend to put the finite verb on the second position. This is the case not only for code-switched clauses or sentences but for monolingual Russian ones as well. The more code-switching, the more convergence and, in turn, the more code-switching occurs. These issues are considered in relation to the emergence of a new Estonian Russian variety.

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Patterns of early lexical acquisition in bilingual toddlers: does amount of exposure make a difference?

Eva Águila, Marta Ramon-Casas, Laura Bosch (University of Barcelona)

Previous research from a cross-sectional study of lexical development with independent groups of Spanish-Catalan bilingual young children at 12, 18 and 24 months of age has shown that their development does not differ from the monolingual comparison groups in age of onset of productive vocabulary and total number of words produced both at ages 12 and 24 months. However, a closer look at the 18 month-old- group (range from 16 to 20 months) revealed unexpected differences in the median number of concepts for which they had referents (either in one or in both of their languages). A relevant factor that could explain this result could be related to differences in the patterns of bilingual exposure, that is, differences in the amount of experience with each of the ambient languages. To further explore this issue additional analyses are being carried out on the lexical acquisition processes of this age group. More specifically, the characteristics of the expressive lexicon in two populations of Catalan/Spanish bilingual young children have been analyzed: An initial sample of 30 bilingual 18-month-olds has been divided in two groups according to the amount of exposure received in each language. These two groups have been identified as simultaneous highly balanced (up to a 65% - 35% distribution) and language-dominant bilinguals (range 65% - 80% to the dominant language), respectively. Expressive lexicons have been obtained through parental report. A specific questionnaire has been designed including specific measures for cognate ([gato] – [gat], “cat”) and non-cognate ([pero] – [gos], “dog”) words, for each of the target 14 lexical categories. The number of words produced and the number of concepts attempted, together with the early presence and total amount of dual words for the same referent, can reveal different lexical acquisition strategies among toddlers with varying levels of experience with the target languages.

The comparison between the simultaneous highly balanced and language-dominant bilinguals (n=30) at 18 months of age reveals interesting differences in lexical acquisition at this early stage. Significant differences have been found in the total number of words produced and the amount of cognate and non-cognate words attempted, always favouring the highly-balanced bilingual toddlers ($p < 0.05$). The inferior total number of words and the reduced presence of dual forms (especially concerning non-cognates) in the early vocabularies of the language-dominant exposure group could be interpreted as suggesting that less balanced patterns of exposure to the languages in bilingual settings do have an impact at least on the strategies involved in early lexical acquisition. Further research is required to clarify the role of specific patterns of early linguistic experience on the building of lexical knowledge.

Cross-linguistic influence in SLA: examples from Germanic Languages

Margareta Almgren (University of the Basque Country UPV-EHU)

This presentation aims at looking into word order features that may cause problems to adult native speakers of Germanic and non-Germanic languages, when learning Swedish in a formal context.

The extent to which L 1 determines the kind of errors produced in L 2 is an often discussed issue. Although former theories predicted inevitable transfer, it is now generally admitted that errors cannot be explained only due to influence from L 1. It is even a well-known fact that L 2 learners may produce structures that do not belong to either L 1 or L 2 (Selinker, 1992; Håkansson, 2004). Functional, cognitive and multilingual perspectives (Cenoz et al. 2001) rather stress learners' natural capacity for acquiring languages, going through different stages of creative processes where unmarked structures may be produced even though marked structures exist both in learners' L 1 and the target language to be acquired (Hyltenstam, 1984; Eckman 1996)

Germanic languages – except English – share the V 2 feature, placing the finite verb in second position in main clauses. This is a characteristic which remains stable among native speaker of Swedish even when their contact with the language is not constant (Platzack, 1998). This syntactic phenomenon, however, has proved to be difficult to acquire for L 2 learners (Philipsson, 2004). Other difficulties for L 2 learners of Swedish are related to the position of sentence adverbs including the negation particle in main and subordinate clauses, (Hyltenstam, 1997).

But also between rather closely related Germanic language differences are found. German is V 2 only in main clauses with synthetic verb forms, while periphrastic forms place the finite verb in second position and the non-finite form in final position (Eisenberg, 2002). This does not occur in Swedish and nor does the OV inversion of German subordinate clauses (Andersson, 2002).

We will analyse word order errors in main and subordinate clauses in a sample of written texts produced by adult native speakers of Germanic and Romance languages who take part in university courses of Swedish. Their language level of Swedish permits the production of V 2 word order as well as word order differences in main and subordinate clauses, following the processability theory (Pienemann & Håkansson, 1999).

A comparative analysis of our data does not show any conclusive evidence of influence that can be attributed to Germanic or Romance L 1. It will be shown, however, that in some cases patterns from L 2 or L 3 German seem to be applied to Swedish by Romance L 1 speakers.

Language Dominance: Concepts and Criteria

Javier Arias, Noemi Kintana, Martin Rakow, Susanne Rieckborn (University of Hamburg)

In the present poster, a theoretical discussion regarding the concept of „language dominance“ is briefly outlined and a rather exhaustive attempt to empirically validate it is presented. To begin with, a survey of the three main meanings with which the concept is to be associated in the literature is advanced. „Language dominance“ may be interpreted in close relation to language knowledge, as well as related to the input of the language of the environment, the third meaning being referred to language choice. It seems important to us to keep those three meanings of the concept „language dominance“ apart. In the second place, we briefly pursue a definition of „language dominance“ (related to language knowledge), neatly distinguishing it from that of „language preference“. In order to evaluate „language dominance“ several criteria have been suggested in the literature. It must be noted that the vast majority of them pertain to the morphosyntactic domain and often refer rather to language preference than to language dominance. This is the reason why we propose some new criteria – the acquisition of functional categories in the domain of morphosyntax and some new phonological and prosodic criteria based on Ingram (2002) but extended to a feature-based account of target-like proximity.

These criteria are empirically tested resorting to three bilingual German-Spanish children. The data being considered comprise the time-span from the beginning of word-production until age 5;6. The phonological and prosodic measurements were carried out all along the ages 1;3-2;4, our aim being to depict the children's whole development, whereas the syntactic research probed for the first piece of evidence of productive acquisition of different categories, namely, DP, IP, CP. In addition, data from three monolingual German children as well as from three monolingual Spanish children were taken into account, when needed, as background for comparison with bilingual development.

Our results indicate that a clear differentiation between language dominance and language preference is needed, as well as the separation of the corresponding criteria. One of the children being analyzed shows a preference for German, whereas the criteria concerning language dominance let us categorize it as a balanced child, even if, due to its language preference for German, examples of complex sentences could not be found in the Spanish recordings until age 4;7, more than eighteen months later than in the data of the monolinguals.

Attention should be paid to the fact that, in the case of another child, its values on prosodic complexity are clearly higher in German than in Spanish, whereas the mere computation of its segments shows us a child dominant in Spanish.

Consideration of accuracy renders it then far better in German. An attempt to reconcile such contradictions in the predictive power of our criteria is sketched at the end of our poster.

Second Language Acquisition is Moderated by Word Type

Dana M. Basnight-Brown and Jeanette Altarriba

It has been shown repeatedly that concrete words produce a benefit in a variety of memory tasks as compared to abstract words. Early in first language acquisition, concrete words are typically acquired prior to abstract words. Recent research on wordtype differences compared concrete and abstract words to an additional word type—emotion. Emotion words produce higher rates of recall and are rated as more imageable as compared to concrete and abstract words. The natural question then becomes, “Are there differences in the rates of acquisition for these three word types, particularly as they occur in a second language?” In the current study, English-speaking monolinguals were trained on a matched set of concrete (e.g., jewel), emotion (e.g., angry), and abstract words (e.g., virtue) in Spanish. They were presented with these words on a computer screen, each along with their corresponding English translation, as they heard both words aloud. They then engaged in a series of tests and quizzes designed to highlight the semantic and orthographic components of those words. In a second phase, participants engaged in a Stroop color-word task in which they were asked to name the color in which the words appeared. (None of the words were related to color.) They also engaged in a translation recognition task where foils included semantic associates of the newly acquired word. The results indicated that although the semantic representations of all three of these variables were acquired, there was a gradient in the degree to which those meanings were activated at an automatic level. Color naming tended to be fastest for emotion words as compared to other word types. This occurrence contradicted the emotional Stroop literature for pre-experimentally known words where emotion words tend to produce the greatest interference as compared to non-emotion words. Thus, the current data indicate that that the emotional stimuli, when newly learned, do not capture as much attention as emotional stimuli that were previously learned. However, the emotion concepts represented by the newly acquired translations were aptly encoded, as the recognition data indicated interference when rejecting semantic foils as compared to unrelated foils. In the recognition data, the influence of emotionality played an even greater role in responding, as reaction times to verify true emotion word translations were longer than for concrete and abstract translations. Overall, the pattern of data indicated that newly-learned emotion words vs. non-emotion words produced faster color naming times, longer recognition times, and higher error rates in

recognition. Not only do these data demonstrate a gradient with regards to the acquisition of different word types, they also underscore the recent arguments that detail a representational difference between concrete, abstract, and emotion words. Results will be discussed with regards to the teaching and learning of different word types in a foreign language.

Bilingualism and Executive Functions: What a Stroop Task Paradigm can Tell

Ellen Bialystok and Xiaojia Feng (York University, Canada)

Performance on the Stroop task and its variations are considered to be a measure of executive control. A bilingual advantage in executive control has been shown using the nonverbal Simon task for older adults (Bialystok, Craik, Klein & Viswanathan, 2004) and young children (Martin-Rhee & Bialystok, submitted), but studies show that bilinguals are disadvantaged in verbal tasks (Michael & Gollan, 2005). Therefore, a Stroop task developed by Cepeda, Kramer, and de Sather (2001) using number concepts provides a means of evaluating Stroop-like performance in bilinguals. The number Stroop task was administered to university students to identify the conditions under which monolinguals and bilinguals perform differently on executive function tasks.

Based on a self-report questionnaire, 75 participants were tested, including 25 English monolinguals, 25 bilinguals who started using two languages actively before age 6, and 25 “middlelinguals” who started using two languages actively after the age 6 or used a less-dominant language weekly/monthly. There were no differences between monolinguals and bilinguals in the English Peabody Picture Vocabulary Test – III (Dunn & Dunn, 1997) but middlelinguals obtained lower scores than both these groups. The Alpha Span task (Craik, 1986), a measure of working memory, was performed the same by all groups. There were four experimental tasks: counting, number naming, number Stroop, and switching. In the counting task, one, two, three or four asterisks were presented on the computer screen and participants had to say how many asterisks they saw; in the other three tasks, a string of one, two, three or four digits (e.g., 3 3) was presented and participants gave the name of the digits in the number naming task (“3”) or the quantity of digits (“2”) in the number Stroop task; in the switching task, participants had to report either the name or the quantity of digits depending on whether the numbers were presented in red or green. Both reaction time (RT) and accuracy data were collected in all of these tasks.

For both the error rate and RT, a two-way analysis of variance for language group and task showed that there were more errors and slower RTs in the switching task, but no interactions of language group and task. However, the cost of the Stroop task (RT difference between Stroop and naming tasks) was

smaller for bilinguals than the other two groups. In addition, the cost of the switching task (RT difference between switching and Stroop tasks and between switching and naming tasks) was also smaller for bilinguals. The middlelingual group showed high RT cost of Stroop task like the monolinguals but showed a low switching RT cost like the bilinguals. These results identify an important advantage in executive control on a standard nonverbal task for bilinguals who actively use two languages, but less impact for those bilinguals who are not fully engaged in the constant use of two languages.

Bimodal code-mixing by deaf children

Marion Blondel (CNRS)

Our aim is to investigate the code-mixing of young deaf children in a narrative task in French Sign Language (LSF). We would like to show that even though the procedure setting focus only on one language and one channel, the complexity of the results will not be appropriately analyzed if we only consider the output in a monolingual, monomodal perspective only.

Deaf children rarely constitute well-knit groups. The children, we recorded (two groups 3-4 years old and 5-6 years old, 6 recording sessions of 30 to 45 min each/group) in an Institute for Deaf children, have oral background and oral input in major part. Although we have recorded 'LSF stories sessions' in a visual-gestuel context, with a deaf signing teacher, we stressed the idea that these children are in quasi permanent language contact. We claim that these groups are representative, as far as the French educational context is concerned, of a "classical" group of deaf children. Hence, we probably do not observe the same kind of signers other studies on narrative tasks do (namely 'native' young signers, see Morgan, 2002).

Furthermore, as far as we tried to collect data with a relatively spontaneous procedure (i.e. the less controlled as possible in a school context), we had to consider the collective aspect of how the task was achieved. Indeed, even though the task was supposed to be achieved individually, we need to take into account not only the materials (one of the Frog stories and other books for young children, all with pictures and some with text), and the 'strategy' the teacher uses to induce children expression, but also the fact that pictures are always present and available, and that children and teacher regularly refer to them. These conditions for collecting data, and the relatively youngness of the signers (3-6 years old), prevent us from considering all the functional categories mentioned in Berman and Slobin (1994:19); neither do we consider at this stage the evaluative components in reference to Labov (1972). We first focus on the morphosyntactic structure, paying particular attention to cross-modal dimension.

Thus, we aim to complement the range of linguistic forms previous studies have proposed to evaluate the narratives by bilingual children. We use results coming from our own study of the bilingual, bimodal output of a young hearing child (Blondel & Tuller, in press) and results coming from the study of CODA adults by Emmorey et al (2005) who distinguish sign, speech, co-speech gesture and examine code-blends. The next step would be to complete a cross-modal grid and it would probably contribute to help potential 'evaluators' in making the difference between what one might consider as a result of confusion between two incomplete structures on the one hand and the coherent result of a systematic languages (and modalities) contact on the other hand.

Language Attitudes in Majority and Minority Groups: Research Based on the Survey of Spoken Hungarian and on the Survey of Six Minority Communities in Hungary

Anna Borbély and Csilla Bartha (Research Institute for Linguistics, Hungarian Academy of Sciences & Eötvös Loránd University, Budapest)

Attitude is an interdisciplinary term, bridging psychology and sociology, but it has become also a term of linguistics, in particular in psycholinguistics and sociolinguistics. Attitudes play a powerful role in determining one's behavior (Lambert and Lambert, 1973), and they may also be viewed as reflections of behavior (Brudner and Douglas, 1979). The main factors that influence language attitudes are social and political changes, for example changes in language policy (Woolard and Gahng, 1990). For this reason the attitudes of a speaker may be regarded as an important factor in the description of his/her bilingualism. The relationship of minority and majority groups is clearly expressed by the speakers' attitudes, stereotypes, prejudices and their dynamics depending on the changing political and ideological context. In our poster we would like to present the attitudes of Hungarian speakers towards minorities living in Hungary, and the language attitudes of these minorities towards the varieties of their mother tongues and majority language, in addition to bilingualism.

Data come from two surveys. The first data source is the Budapest Sociolinguistic Interview (BSI). The general aim of this survey was to investigate social and stylistic stratification of the Hungarian language spoken in Budapest (Kontra 1995). The second data source is the project "Dimensions of linguistic otherness: prospects of minority language maintenance in Hungary". This sociolinguistic survey was coordinated by the authors to develop powerful multidisciplinary comparative research methodology and tools. This has predictive power with respect to future linguistic assimilation processes. This survey also wants to give a detailed analysis of the dynamics

and local models of language shift and maintenance focusing on the process of language shift. In our research the attitudes were examined via direct questions. The questionnaires were administered orally. The 470 informants were selected from the following speech communities: Boyash, German, Romany, Hungarian, Romanian, Slovakian, Serbian. The responses were analyzed with both qualitative and quantitative methods.

The results will show us the consequences of the 20th century which was full of serious and painful historical events striking on minorities. This speeded up the language shift process of minorities living in Hungary. Attitudes towards minorities' mother tongues are not very positive. Social and economic changes have caused attitudes of younger women to change. Young women like and prefer to use Hungarian more than the minority language, but older women have preserved most their positive attitudes towards their minority language.

Chinese-English Bilinguals Can Disambiguate Novel Words at 18-months

Krista Byers-Heinlein, Janet F. Werker

Background and Aims : By age one and a half, monolingual infants display word-learning strategies that predispose them to map novel labels to as-yet unnamed objects, a strategy that helps disambiguate the referent of these new words (e.g. mutual exclusivity, N3C). Bilingual infants, must learn *two* basic-level category labels for each object (one in each language), and might therefore have different expectations when encountering a novel word. However, in a recent study, a group of bilingual infants learning a variety of language pairs showed disambiguation of novel nouns at 18 months (Byers-Heinlein & Werker, in prep). Yet, it is unknown whether the infants' linguistic heterogeneity masked differences between subgroups. A homogeneous sample of bilinguals would illuminate whether the development of disambiguation varies as a function of language pairs or whether it is robust across languages. Chinese-learning infants provide an interesting case, as research with monolinguals has shown differences in early Chinese noun vocabulary (e.g. proportion of nouns relative to verbs) compared to English (Tardif, 1996; Tardif, Gelman, & Xu, 1999), which could be related to the disambiguation of novel nouns, and be apparent in bilingual infants. Using a preferential looking methodology (Halberda, 2003), we investigated noun disambiguation in Chinese-English bilingual infants.

Methods : 18-month-old infants were presented with pairs of objects on a screen. In the filler trials, infants saw pairs of familiar objects. In the critical trials, infants saw one familiar and one unfamiliar object. The object pair appeared on the screen in silence for 4 seconds, to measure baseline preference. After 4 seconds, a carrier phrase named one of the objects, the conventional name in familiar label trials ("Look at the shoe!"), and a

nonsense word on novel label trials (“Look at the nil!”). Looking after the onset of the object label was compared to baseline to investigate the effect of each carrier phrase on infants’ looking behavior. Increased looking to the unfamiliar object when the novel label was presented was taken as evidence as an ability to map novel words to novel objects.

Results : A mean score was calculated for each infant for both familiar label and novel label trials. In familiar label trials, infants increased their looking time to the named object. On critical trials, when infants heard the nonsense word nil, both groups of infants increased their looking time to the unfamiliar object, suggesting that they had disambiguated the novel word by mapping it to the novel object.

Conclusions : Chinese-English bilingual infants are able to disambiguate novel nouns at 18 months by associating them with novel pictures. The results suggest that this type of novel noun disambiguation is robust across different groups of bilingual infants, and may be a word-learning strategy that develops regardless of the specific type of linguistic input.

Metaphor Comprehension Questionnaire for Spanish-English Bilingual Adults.

Adriana Canales Vidrio, José Manuel Igoa Gonzales (Universidad Autónoma de Madrid)

Current scientific literature in Psycholinguistics, in bilingualism and metaphor comprehension theory, require a deeper study of lexical and conceptual links between the languages of bilinguals in the processing of metaphors. Given the lack of research on sentence processing in bilinguals, specially in the area of figurative language, the present study attempts to play a part in the advancement of this field by generating data on the interaction of two linguistic systems. One of the pressing questions that gave way to this project was the equivalence of metaphor processing between monolingual and bilinguals. Another was how current bilingual theory explains figurative language comprehension. Given that the analysis of metaphor comprehension is founded on English monolinguals, it seems relevant and interesting to explore how they apply to the general bilingual population. The theoretical basis for developing these present instruments are the Revised Hierarchical Model (Kroll and Stewart, 1994) in reference to bilingual language processing, and the Interactive Property Attribution Model (Glucksberg, McGlone and Manfredi, 1997) regarding figurative language processing.

The aim of this project was twofold: first, to develop and standardize a self-evaluation instrument for classifying and selecting bilingual subjects. In the future this instrument will serve the purpose of collecting the linguistic history of potential bilingual experiment participants. And second, to create and

standardize a metaphor comprehension questionnaire, by generating and selecting research materials with measures related to costs in speed processing of metaphors, also with the objective of registering a series of metaphoric sentence characteristics in order to make a selection with future behavioral and electrophysiological experiments in mind.

The comprehension of metaphors was explored in Spanish and English dominant bilinguals, as a function of a number of variables: conventionality of metaphors in either language, and cognate status of metaphor vehicles. The tasks included a metaphor conventionality judgement, semantic relation judgement between the words functioning as metaphor topic and vehicle, and metaphor familiarity judgement. There were three groups of 12 adults, one of English monolinguals, another of Spanish monolinguals and a third of Spanish-English high-level functioning bilinguals. The major hypotheses are that bilingual metaphor processing will be easier in the native language and in a second language when they are conventional metaphors in L₁ or in both languages, and with metaphors using cognate words as vehicles.

Interaction between L2 phonotactics and L1 syllabic structure in late bilinguals

Juli Cebrian (Universitat Autònoma de Barcelona/University of Toronto)

This paper investigates whether English-Catalan late bilinguals, i.e., Catalan native speakers who have learned L2 English as adults, possess knowledge of L2 phonotactics and if this has any influence on the way they structure English words. Research indicates that phonotactic constraints are a distinct component of phonological knowledge and that infants, children, and even adults have a predisposition to extract these patterns from speech (Onishi, Chambers & Fisher, 2002; Mattys & Jusczyck, 2001). It seems reasonable to assume that they are also acquired by adult learners of a second language. This study focuses on the English phonotactic constraint that disallows lax vowels in stressed open syllables (the Lax Vowel Constraint or LVC) and on syllabification patterns that may be triggered by this constraint. In English coda syllabification of intervocalic consonants is more common with preceding lax vowels than with tense vowels (e.g. Treiman & Danis, 1988). A group of 25 native speakers of Canadian English and a group of 30 English-Catalan late bilinguals participated in two singular-plural picture naming experiments and two syllable manipulation experiments aimed at assessing knowledge of the LVC and syllabification preferences.

The results for native English speakers were consistent with previous research showing that the LVC determines their knowledge of syllable and word well-formedness. The results for the late bilinguals showed that they have some knowledge of the LVC, although it is not as strong as with native speakers.

This is clearly not an L1 feature, and it provides evidence that the LVC is actually learned. Still, the bilinguals showed a preference for onset syllabification of medial consonants, illustrating a strong influence of L1 syllabification strategies, consistent with previous L2 acquisition studies (e.g., Rochet & Putnam Rochet, 1999; Solé, 1989). Taken together, the results show that the LVC is part of the phonological system of both L1 and L2 English. The LVC is fully established in L1 English but less strongly manifested with L2 learners, resembling the way in which native speakers perceive and produce vowels more accurately than L2 learners. The consequences of these findings for segmental acquisition are discussed.

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Conceptually constraining context effects on bilingual lexical activation

Lillian Chen, Nick Ellis, Gerardo Fernandez-Salgueiro, Julie E Boland

Intuitively, bilinguals may have the perception that when they are speaking in one language, they only access words and grammar in one language. However, recent studies in bilingual word recognition have suggested that access to words is not selective to one relevant language; instead, multiple languages may be activated simultaneously, automatically, and unavoidably (Dijkstra, Grainger, & Van Heuven 1999; Marian, Spivey, & Hirsch, 2003).

Marian et al. (2003) studied bilinguals' eye-tracking during listening and found that both their languages were activated at the same time even in a monolingual language environment. They tested Russian/English bilinguals in English-only and Russian-only language environments, and found activation for both languages as the spoken words unfolded over time, thus providing evidence for a language-nonselective view of bilingual lexical access.

However, previous research in monolinguals suggests that it is possible that one can bias one language interpretation and suppress another (Martin, Vu, Kellas, & Metcalf, 1999). Martin et al. argue that if a sentence context is

sufficiently constraining towards one meaning of a word, the second meaning will never become activated. Thus, adding a linguistic context that biases the meaning of a word in one language only may suppress lexical activation in the second language.

We examine the effects of conceptually biasing context on language activation in two head-mounted eyetracking experiments with Spanish/English bilinguals. In each experiment, the subject hears an English sentence containing an English target (SEAL), while 4 objects appear on the screen, which include (1) a matching English object (SEAL “foca”), (2) a competitor that matches phonology only in Spanish, not English (CHAIR “silla”), and (3, 4) two fillers unrelated in phonology in both languages (APPLE “manzana”, BICYCLE “bicicleta”). Experiment 1 uses a conceptually neutral instruction paradigm, similar to Marian et al. (“Look at the SEAL”). Experiment 2 uses a biasing context sentence to constrain activation of one language’s meaning only (“The lifeguard noticed that the animal that had washed ashore was a SEAL”). To measure activation in the second language, the probability of looks towards the Spanish competitor is compared to looks to filler items.

We expect the activation of the non-target language to differ in the two experiments. In Experiment 1, because the context only weakly biases the English meaning, the Spanish competitor will attract more looks than fillers, replicating Marian et al. (2003). In contrast, in Experiment 2, we expect that the strongly biasing context will constrain the meaning of the English word, so the Spanish competitor will not attract more looks than the filler objects, thus showing the ability of constraining context to modulate nonselective access. The results illuminate the cognitive architecture that supports language processing for monolinguals and bilinguals alike.

Language Attrition in Priming Effect on Spoken Word Processing by Older Bilinguals: An ERP Study

Yi-Hsiu Chen, Ching-Ching Lu, Sheng-Fu Liang, Chin-Teng Lin (National Hsinchu University of Education, Taiwan)

The aim of this study is to examine whether the activation of lexical information is similar for older and younger bilingual adults. In this study, ERPs are recorded as the older and younger subjects listen to the word pairs. Half of the stimuli contain a lexically associated pair, whereas the other half contains no strong lexical associates. Semantically associated and unassociated word pairs are compared. Ten older Mandarin and Taiwanese bilingual adults and ten education-matched younger Mandarin and Taiwanese bilingual adults are tested. The results show that decreases in N400 amplitude and increases in N400 peak latency are found in the older subjects. The tendency is smaller in their strong language and larger in their weak language.

Linguistic Relativity Effects in Perception of Distance and Agency

Deborah Cunningham, Jyotsna Vaid and Hsin-Chin Chen (Texas A&M University)

The present research tested the linguistic relativity hypothesis for the case of distance and agency marking in Spanish vs. English. In English, the demonstrative pronoun *this* is used to signal an object or event in the immediate vicinity, whereas *that* signifies something at a distance. By contrast Spanish uses a system of three demonstrative pronouns to mark distance: *este/a* , *ese/a* , and *aquel/la* . Exp. 1 tested whether the more differentiated linguistic coding of distance in Spanish makes users of Spanish more accurate in their judgments of distance. Exp. 2 examined the representation of agency. Spanish grammar allows subjects to be unspecified whereas English requires subject specification. We tested whether this difference affects how actions that have unfortunate or unforeseen consequences might be characterized in the two languages with Spanish speakers perhaps showing a greater preference for a passive, agent-less construction. Three groups of thirty adults each participated in both experiments: Spanish monolinguals (tested in Mexico), English monolinguals, and highly proficient Spanish-English early bilinguals (tested in Texas). In Exp. 1 participants were asked to estimate the distance between pairs of objects positioned at varying distances from each other. Response accuracy was analyzed as a function of group. It was expected that distance judgments would be most accurate among Spanish monolinguals. The results supported this prediction: Spanish monolinguals were significantly more accurate than English monolinguals and bilinguals in distance estimation. However, no difference was found between the bilinguals and English monolinguals. In Exp. 2, participants per group were to select or produce one-sentence descriptions of 16 brief scenarios in which some unplanned or unfortunate event occurred. It was expected that the agent-less passive constructions would predominate in the responses of Spanish monolinguals relative to English monolinguals, and that the bilinguals would be somewhat in between the two monolingual groups. The results supported this prediction: English monolinguals more often selected or produced responses implying agency for the actions compared to Spanish monolinguals and bilinguals. Bilinguals performed in between the two monolingual groups. Taken together, these findings suggest that differences in how Spanish and English code distance and agency give rise to differences between native users of these languages in perceptions of distance and agency. Our findings further suggest that knowing both of these languages reduces the size of linguistic relativity effects relative to the case where only one of the languages is known. These findings are discussed in the context of how bilingualism may inform the debate on the impact of linguistic structure on perception and conceptualization.

Brain bases of first language attrition

Hia Datta, Loraine K. Obler, & Valerie L. Shafer (The Graduate Center, CUNY)

Attrition of language in bilinguals has been defined as the loss of native-language abilities over the life-span of an individual. Of great theoretical interest is whether first language (L1) attrition manifests as an effect of infrequent use of L1 itself (Ebbinghaus, 1885; Paradis, 2001; Goral et al. submitted) or as a result of interference from their second language (L2) (Loftus 1980; Underwood 1957).

In addition, a number of socio-linguistic and cognitive factors such as language use, length of L2-environment stay and language proficiencies appear to contribute to decline of L1 (Köpke 2004).

The current study is designed to investigate the underlying neurolinguistic mechanisms of attrition in L1, in light of the theoretical constructs and sociolinguistic factors discussed above, in Bengali (L1)-English(L2) bilinguals living in their L2 environment. Our research questions include: (1) Is attrition in the first language an effect of L1-disuse or L2-interference? and (2) How is lexical attrition in the first language related to (a) current language proficiency of L1 and of L2? (b) length of stay in the L2 environment?

To examine the attrition mechanism we employ two sets of lexical items; one set varies in familiarity across L1 and L2 and another does not. We predict that if interference from L2 mediates attrition, then the differences in familiarity across languages will influence the amount of attrition in L1. Alternately, if disuse is the major factor, all L1 lexical items will be attritted irrespective of how familiar they are within or across languages. We also predict that the amount of attrition will increase with increased L2 proficiency and duration of stay in L2 environment, if use is covaried with them

Our participants include 30 healthy Bengali-English bilingual individuals, aged 20-45 years, who have arrived in the United States at the age of 12 years or later and lived here for one to thirty-three years in an English-speaking community. The stimuli used are 120 imageable Bengali lexical items and their English translation-equivalents that have been rated for familiarity by 6 native speakers in each language. Of the stimulus items, half will have congruous familiarity ratings while the other half will have incongruous familiarity ratings across translation equivalents.

A cross-modal priming paradigm (Jeschniak 2000) enables us to use event related potentials (specifically the N400 component) as a neurophysiological measure of amount of attrition. Reaction time serves as the behavioral measure of the same process.

Preliminary results indicate that attrition is apparent as early as six years of stay in the L2 environment. In addition the differences in the different word

categories in Bengali, suggesting that interference from L2 plays a greater role than disuse in the attrition process.

Emotional Activation in the First and Second Language

Tiina Marjaana Eilola, Jelena Havelka, Dinkar Sharma (University of Kent at Canterbury)

Recent research on bilingual speakers' first (L1) and second (L2) language has demonstrated that L1 elicits greater emotional response than L2 (e.g. Dewaele, 2004). Yet, this difference between L1 and L2 has not always been replicated. It appears that differences between bilingual's L1 and L2 can be detected at least in late, less proficient bilinguals when more complex linguistic stimuli (e.g. childhood reprimands) are used (e.g. Harris et al. 2006). The findings when single words have been used seem less consistent (e.g. Harris et al., 2003).

As emotional and taboo Stroop paradigms have been found to reliably detect differences in words that imply threat and those that do not in a monolingual population (e.g. Williams et al., 1996), in the current study these methods were used to further investigate the emotionality of L1 and L2 in bilingual speakers. It was expected that negative and taboo words would result in longer response latencies in L1 than in L2. It was also of interest whether taboo words would produce greater interference than negative words, as these two word types had not been directly compared before.

Late Finnish-English bilinguals were presented with neutral, positive, negative and taboo words both in Finnish and English. A repeated measures design was used where all participants responded to all types of words in both languages. Furthermore, words were blocked according to word type and language and the order of the blocks was counterbalanced. Participants were instructed to identify the print colour of the words by pressing an appropriate key on a response box as quickly and as accurately as possible.

Significant interference from negative and taboo words when compared to neutral words was found in both languages, whereas positive words were not found to differ significantly from neutral words. This result replicates previous findings from monolingual research (e.g. McKenna & Sharma, 2004). Interestingly, no differences between languages were present: the pattern of interference was found to be identical in the two languages. Furthermore, no difference between negative and taboo words was found.

This suggests that, at least for fluent late bilinguals, the first (L1) and second language (L2) are equally capable of activating the emotional response to word stimuli representing threat and thus interfering with the cognitive processes involved in responding to colour. As participants in the current study were late bilinguals, the findings suggest that the role of age of

acquisition may not be as important as the level of proficiency. It is possible that difference would have been found if less proficient participants were studied. Our results also lend support to models of bilingual memory which assume that initial lexical access is language independent and that language selection occurs at the later stages of the word recognition process (e.g. Dijkstra & Van Heuven, 2002).

Qu'arriva-t-il aux questions françaises? – Multidimensional variability as a result of syntactic change

Martin Elsig (Universität Hamburg)

In this talk, I will discuss a diachronic grammatical change in the French interrogative system. It has frequently been observed that interrogatives exhibited subject-verb inversion almost categorically until the Middle French period (cf. 1). From that time on, variants with preverbal subjects have begun gaining ground (cf. 2), resulting in a current situation where different diatopic and diastratic varieties (with and without inversion) coexist.

1. Hé counas tu ban Janin sdity.
'And know you well Janin this-says-he'
And do you know Janin well, this he says.
(AgrConf.133.198)
2. Quoi! chevalier, est-ce que tu prétends soutenir cette pièce?
'What! Chevalier, /esk/ you pretend to support this play?'
What! Chevalier, do you pretend to support this play?
(Mol.CritEcoleFem.204.392)

My aim is to shed light on the underlying structural changes which have caused this development and which account for present day variation.

For this purpose, 19 sources of near-colloquial literature and plays as well as oral vernacular data from the Middle French up to the Modern French period were evaluated (hence covering the time frame where the supposed change took place), yielding a total of roughly 4000 interrogative tokens. This allows a real time analysis of the diachronic steps the variable use of the variants has undergone.

I will sketch out the structural changes and talk about their potential causes. The results suggest that two subsequent reanalyses have affected the French interrogative system. Until the 16th century, the inflected verb obligatorily moved to Comp in order to satisfy the wh-criterion at the CP-level. Subject-verb inversion was a natural outcome of this movement. The verb-to-Comp movement was then reanalyzed as verb-to-Infl movement. It was proposed that a quantitative lack of unambiguous evidence in the input data was responsible for this change. It gave rise to est-ce que-questions and to Complex inversion (where an inverted subject clitic is coreferential with a

preverbal DP). As a side effect, inverted subject pronouns were reanalyzed as interrogative morphemes on the inflectional head. As such, they are still widely used in common Québec French. Contemporary vernacular (Québec and European) French features the effects of a second reanalysis: The absence of Complex inversion and the relegation of *est-ce que*-questions to a formal style both indicate that *wh*-movement does not trigger the projection of the CP-layer any more. Instead, the *wh*-criterion is fulfilled at the IP-level. Contemporary standard French however still shows subject-verb inversion (including Complex inversion). By assumption then, it is structurally similar to a state of the language when the first reanalysis occurred. This complies with the fact that standard French is in many ways more conservative than the vernacular. Native speakers of French therefore have access to two structurally distinct varieties of their language, a colloquial and a standard one.

Early stages of L2 growth in an immersion school

Teresa Fleta (The British Council School of Madrid)

Over the last decades learning a second language (L2) at school at an early age has expanded in many countries and attracted the interest of researchers and also of educators in bilingual education. To understand the manner in which children build up English as a L2 during the first years at school, a longitudinal and a cross-sectional studies are considered here. Both studies were carried out in an immersion school in Madrid.

The longitudinal data was collected from four children over a period of three academic years. The cross-sectional data was collected at three single points in time, from three different proficiency levels during one academic year. Comparison of these groups of learners would yield results similar to what would be found if we looked at a single individual over time. The results from both studies were contrasted with results from studies on native and non-native children (Brown, 1973; Radford, 1990; Haznedar, 1997; and Lakshmanan, 1995, among others).

What the results show is a gradual progress in English learning. From a one-word stage, children enter a two-words stage and later, into a multiword stage, in which simple structures are built up before complex sentences appear. A closer look at the data shows that during the early stages: 1) syntax occurs before morphology is accurate; 2) sentences lack auxiliaries and the correct order; 3) verbs lack morphology; and 4) that obligatory subjects are produced at a high percentage from the beginning.

Rote-learned lexical items and formulas, repetitions and mixed-code utterances are characteristic of learners' interlanguage. An idiosyncratic phenomenon of these early grammars is the constructions with *is* inserted, which do not occur in adult English. These sequences adhere to a pattern, become systematic and

co-exist with copula and auxiliary be constructions. This syntactic phenomenon has also been reported by various authors in native and non-native English (Roeper, 1992; Radford, 1997; Tiphine, 1983; Suzman, 1999; Ionin and Wexler 2001; Lee, 2002 and Lázaro, 2002).

It is interesting to note that the interaction with teachers plays an important role for the L2 development in this linguistic environment. At an early age, children immersed in language learning filter the input data around them and from this, they subsequently create their own output data. Activities such as circle time, storytelling or acting-out give children opportunities to work on the input and provide them with output opportunities in the L2. As a consequence, providing learners with quantity and with quality input, using English in everyday situations and everywhere at school (corridors, playground, dining-room) enable them to take part in conversations and by joining in, they get more practice and more exposure to the language. Stories, songs, rhymes, poems, role-play activities and classroom routines also help to give children access to the target language very effectively at school.

Eliciting Code-Switches in Dutch Classroom Learners of English: The Language Mode Continuum and the Role of Language Proficiency

Joke Fokke, Imie de Ruyter de Wildt, Ingrid Spanjers, & Janet van Hell, Radboud University Nijmegen, the Netherlands

An interesting phenomenon in bilingual discourse is code-switching: the alternating use of two languages within or between utterances. To understand bilingual processing, including code-switching, Grosjean (1997) has developed the notion of a language mode continuum. The bilingual's language mode can range from a monolingual mode (other language deactivated as much as possible) to a bilingual mode (both languages activated). The position on the language mode continuum makes language-switching more or less likely.

Many code-switching studies use bilinguals immersed in an L2 environment (e.g., immigrants) as participants (e.g., Clyne, 1980; Grosjean, 1997; Grosjean & Miller, 1994; Li Wei, 1998; Treffers-Daller, 1998). Studies on code-switching in non-immersed bilinguals, such as Dutch classroom learners of English, are not very common.

We investigated whether Dutch classroom learners of English code-switch more frequently in a Dutch-English bilingual mode than in a monolingual or intermediate language mode. 56 Dutch high school students aged 16–19 years and 59 university students were brought into a monolingual, a bilingual or an intermediate position on the language mode continuum. All participants had learned their L2 in English language classes, from 5th grade primary school onwards.

We used a Dutch and English version of a cartoon scene. In the monolingual condition, the researcher showed the Dutch version and spoke in Dutch only. In the bilingual condition, the English version was shown. The researcher spoke Dutch with English code-switches and told the student she studied in New York. The same was done in the intermediate condition, but here the Dutch version of the cartoon was shown. The students were told that we studied what people remember from a cartoon. After watching the cartoon the students retold the scene and answered questions about it.

The students in the bilingual condition code-switched most frequently. They used significantly more code-switches than participants in the monolingual mode, but not significantly more than those in the intermediate mode. The students in the monolingual mode did not code-switch at all. This suggests that the language mode of these students influences their code-switching. Second, although the more proficient university students used slightly more code-switches, we did not find significant differences between the high school students and university students in their amount of code-switching.

Our study shows that code-switching can be triggered in the lab in classroom learners of L2. Furthermore, the position on the language mode continuum seems to influence the amount of code-switches these bilinguals produce.

Understanding Bilingual Mind-Memory Relations in Context

Calliope Haritos (Hunter College School of Education)

The present research examines the heterogeneity of the bilingual experience. Using a systems perspective (Bronfenbrenner, 2000) it focuses on the impact of personal and contextual variables on long-term bilingual memory for story narrative among compound bilingual children, learning both their languages (L1&L2) simultaneously at home and in school. This is in contrast to memory research focused on universal patterns of strategy development, not individual differences, and existing bilingual memory models, based on coordinate bilinguals (learn L2 subsequent to L1), that characterize language and memory relations as L1 dominant/L2 submissive. Even among coordinate bilingual researchers there is a lack of consensus as to whether cognitive dominance in a language necessitates memory dominance in that same language.

The present study memory task gave bilinguals the opportunity to encode, organize, and retrieve information in each of their languages. Participants heard two stories, each consisting of language specific events, over the course of two days and were then asked to retell these stories. Recall was initiated in English and Greek. Schema research (Nelson, 1996) contends that children's initial construction and organization of knowledge occurs via one's daily activities (event representations-ER's) and that subsequent ER development provides the vehicle through which the function of language evolves from a

context specific communicative tool to a decontextualized knowledge organizer. Since compound bilinguals are developing L1&L2 simultaneously, constructing ER's in L1&/or L2, it was of interest to examine how subsequent ER's impact previously constricted ER's in this regard. That is, it was of interest to examine the impact of hearing successive story scripts, similar in event structure yet different in semantic content and language order, on long-term bilingual memory. Other areas examined were the degree to which story recall deviated from the original story structure heard, by story order, event order, and presentation language.

Analyses of story recall and experimenter-participant discourse at recall revealed that bilinguals' memory task approach was not only a product of language proficiency but the result of a complex interplay of individual and contextual variables. This was evidenced by the fact that the language(s) used by bilingual participants to encode and/or organize recall internally did not always mirror the language(s) used to retrieve remembered information externally. Bilinguals' memory strategies were influenced by their task understanding, which was a product of bilinguals' language preferences, development, usage, awareness, and the social context in which the memory took place. Bilinguals exhibited increasingly complex memory strategies, consistent with increased language development/experience, significant gains in memory, metamemory, and an increased ability to use their languages as a cognitive organizer of retrieved information.

PARAPHASIAS IN MULTILINGUAL CONDUCTION APHASIA: A SINGLE CASE STUDY

Medha Manjunath Hegde (Dr. M.V.Shetty Collegof Speech & Hearing, Mangalore, India)

Introduction:

Conduction aphasia is a type of fluent aphasia which is caused due to the damage to the supramarginal gyrus and arcuate fasciculus resulting in repetition disturbance. It has been speculated that linguistic system in bilingual aphasics can breakdown in different ways across languages. There is a lack of detailed linguistic studies in specific aspects of bilingual aphasia in Indian context. So it was hypothesized that there might be variation in type of errors shown by bilingual conduction aphasics across various languages.

Aim:

This case study focused on the comparison of paraphasias across languages known by a multilingual conduction aphasic.

Method:

A case of 27 year/male reported unconsciousness subsequent to which he was admitted in the hospital. Client could comprehend and express seven

languages pre-morbidly. namely, Kannada, English, Hindi, Malayalam, Tamil, Tulu and Gujarathi. Analysis was carried out for Kannada, Tulu, Hindi and English that were frequently used languages. Language history was compared using part A of bilingual aphasia test. Results were analysed using Shewan's analysis (Shewan, 1988), Li and Williams's checklist (Li and Williams, 1990) and paradigmatic distance.

Results:

Results revealed that in repetition section of Western aphasic battery, phonemic errors were seen maximally in Kannada compared to other three languages. Neologistic jargon was much higher in Hindi. Inadequate responses are seen quite often in all the four languages. Analysis of spontaneous speech revealed that speech tempo and communicative capacity in Kannada was higher compared to other three languages. Articulatory capacity was higher in Tulu. Self-corrections were similar across all the four languages. Analysis of paradigmatic distances was also carried out which showed that the distance was higher in English in comparison to Kannada and Tulu.

Discussion:

Results suggest lesser neologisms, higher phonemic attempts, more communicative capacity and lesser paradigmatic distance in Kannada and Tulu. These were two languages known by the subject more proficiently pre-morbidly. It suggests that pre-morbid proficiency could have facilitated retention of a better semantic and phonemic network in these languages. These results are in agreement with earlier studies of Chengappa, Bhat and Damle, (2003), Chengappa, Bhat and Padakannaya, (2004) on spoken and written errors in multilingual aphasics.

Conclusion:

Present study highlights linguistic investigations across languages in bilingual aphasics. Measures like spontaneous speech analysis, paraphasia checklist and paradigmatic distance could help in determining languages for therapy even though such decisions cannot be effectively carried out only by traditional test like Western aphasia battery. It is thus suggested that linguistic analysis form a part of routine aphasia evaluation and more subtypes be profiled in a similar way.

Attitudes to Bilingualism Among Japanese Learners of English

Jenifer Hermes (University of Washington)

This research project investigated attitude towards bilingualism using a multi-part survey instrument. The instrument comprised five parts: an 11-item personal data form (adapted from Baker, 1992), a 50-item questionnaire on attitude to bilingualism, a 6-item word association questionnaire (based on Szalay and Deese, 1978, and similar to the questionnaire used by Yamamoto,

2001, in a study of attitudes to bilingualism among Japanese university students), an 11-item version of the Attitude/ Motivation Test Battery (Gardner, 1985), and an 8-item perceived choice questionnaire (based on Ryan, 1985).

Participants were 226 Japanese students studying at an English-language-medium American university in Tokyo. The study had a dual purpose: to assess the psychometric properties of an original scale of attitude to bilingualism and to investigate the degree to which Japanese learners hold holistic attitudes to bilingualism, positive images of bilingualism, and perceive themselves to have had a choice in the matter of becoming bilingual. In addition, the effect of overseas residence on their responses was investigated.

Results suggest that the participants held positive images of bilingualism, based on their own self-ratings of their images as being primarily positive, that they are open to accepting elements of the target culture, based upon their scores on the integrativeness subscale of the mini-AMTB, and that they do not perceive their languages to compete or confluence with one another, based upon their scores on the subscales relating to holistic and fragmented attitude to bilingualism. Results also suggest that participants in the present study report themselves to have had some degree of personal choice in their own language learning, based upon their scores on the 8-item total choice scale.

Discovering the attitudes that bilingual learners have towards their own bilingualism and toward their learning can help researchers, educators, language planners, and learners themselves to understand what it means to become bilingual and may help them to create a more productive environment for the development of bilingualism.

Bilingualism attitudes in early adolescence: Effects of ethnic identity and acculturation

Lorna Hernandez Jarvis (Hope College)

The U.S. follows a subtractive bilingualism model (Hakuta, 1985), which may lead to negative effects on the development of the bilingual population. Attitudes toward bilingualism have been linked to ethnic identity (Mills, 2001; Tse, 2000), however, research has rarely examined the influence of acculturation on attitudes towards bilingualism. The present study investigated whether there is a link between acculturation (ARSMII-R), ethnic identity (MEIM) and attitudes toward bilingualism (Baker, 1992) in two successive independent samples of monolingual and bilingual middle school adolescents. We hypothesize that bilinguals, those with a strong ethnic identity, and those less acculturated would endorse more favorable attitudes toward bilingualism. In 2005, 340 adolescents (Mean age = 12.6; range 11-15) from a Midwestern public school system completed self-report surveys in groups. Nineteen

percent were Spanish-English bilinguals. In 2006 there were 297 (mean age =13.2; range 11-16) participants (22% bilinguals).

Linear regression models predicting attitudes toward bilingualism separately for each successive sample yielded similar results in both years. In the first step age, sex, and parents' education level yielded an $R^2 = .07$ for 2005, and $R^2 = .13$ (2006), where the mother's education level was the only significant coefficient, $\beta = -.15$, and $\beta = -.25$, respectively. In the second step, we entered whether the participants were bilingual or monolingual. There was a significant change in R^2 , for 2005 $\Delta R^2 = .09$, $\beta = .32$, and $\Delta R^2 = .09$, $\beta = .34$ for 2006. Bilinguals demonstrated more favorable attitudes towards bilingualism. Then we entered the main effects of the ethnic identity subscales and the acculturation subscales producing a significant change in R^2 in both years, $\Delta R^2 = .13$ (2005) and $\Delta R^2 = .26$ (2006), where only the Mexican orientation subscale was significant in both years, $\beta = .58$ (2005) and $\beta = .22$ (2006). The Anglo orientation coefficient was also a significant in 2005, $\beta = .15$. Participants scoring higher on Mexican orientation reported more favorable attitudes towards bilingualism, confirming the second hypothesis. In the fourth step, the interaction terms of language background and ethnic identity and acculturation were entered. This final step did not produce a significant change in R^2 for either of the two years.

Although the attitude to bilingualism scale was designed to be a single factor, factor analysis of the items suggested the scale measures 8 different factors for the bilingual adolescents, and six for the monolingual participants. These factors were also used as dependent measures in a series of regressions. Attitudes towards bilingualism are influenced by being bilingual, and the level of acculturation. However, ethnic identity was unrelated to these attitudes.

Development of word and sentence processing in bilinguals' L2 and L1: a matter of speed up or of automatization?

Jan H. Hulstijn (University of Amsterdam)

We present the results of a longitudinal study in which more than 300 students in the first three years of secondary education in the Netherlands (grades 8 – 10) participated. We report on performance in four computer-administered reaction-time (RT) tasks: productive vocabulary, visual word recognition, sentence construction, and sentence verification. Students performed all four tasks in both L2 English and in L1 Dutch, three years in a row, yielding 24 mean RT scores per student. Research questions:

1. Do the reaction times (RTs) in all four L2 tests decrease from Time 1 (grade 8) to Time 3 (grade 10)? We expect that this might depend on whether the test measures production or reception or on whether the test is concerned with word processing or with sentence processing.

2. To what extent are RTs in the L2 tests associated with RTs in the corresponding L1 tests?

3. If RTs in L2 or L1 decrease from Time 1 to Time 3, can this improvement in performance be interpreted as mere speed up or as true automatization?

Segalowitz (Segalowitz, 2000, 2003; Segalowitz & Segalowitz, 1993; Segalowitz, Segalowitz, & Wood, 1998) proposed to distinguish empirically between speed up and automaticity. In the case of mere speed up, overall response time (mean RT) and its standard deviation (SDRT) will be reduced. However, there will not be a change in the relation between mean RT and SDRT. The index of this relationship, called the coefficient of variation or CVRT, computed by dividing SDRT by Mean RT, will not substantially drop even though means for RT and SDRT are reduced. In the case of true automatization, however, component processes become more routinized or are eliminated altogether. Hence, not only will Mean RT and SDRT reduce, but so will CVRT, while the correlation between CVRT and RT will increase.

4. What differences in the pattern of results (questions 1-3) will be observed if the following moderator variables are taken into account: Home language (around one third of the students speak at least one other language than Dutch at home) and Level of education (half the sample consists of students in the lower stream of the secondary school system, one half consists of students in the higher stream)?

Results

RTs (Mean and SD) decrease from Time 1 to Time 3 in all four tasks in both L2 and L1.

In contrast to what was expected on the basis of Segalowitz's work, we do not overall find a steady decrease of CV.

The correlations between CV and RT are low and do not increase over time.

The pattern of results is more or less the same for the productive and the receptive tasks as well as for the word and sentence tasks.

Within tasks, we always find positive RT correlations (between .5 en .8) between the two languages within each year, and between the three years within each language.

Level of education produced a significant main effect but Home language did not.

More detailed analyses will be conducted before ISB6 in Hamburg, to answer all research questions.

Cross-linguistic differences and their impact on L2 sentence processing

Carrie N. Jackson, Paola E. Dussias (Pennsylvania State University)

Whether or not L2 speakers can acquire L2 syntactic structures when these structures do not exist in their L1 is a central question in second language

acquisition research (Frenck-Mestre & Pynte, 1997; Hoover & Dwivedi, 1997). Evidence suggests that even when L2 speakers exhibit explicit knowledge of an L2 structure, this does not mean they can use it during online processing (cf. Jiang, 2004). Other findings show that L2 speakers can develop nativelike processing strategies, although the degree to which they exhibit such strategies may depend on whether or not the particular grammatical structure is present in their L1 (cf. Juffs, 2005).

The current study employs a self-paced moving window reading task with 24 highly proficient L2 speakers of German (English L1) to address questions regarding the acquisition and use of L2 grammatical structures and what role L1 preferences play during L2 processing. The grammatical structures under investigation are *wh*-extractions, given in (1)-(4). Previous research has shown that monolingual English speakers exhibit an object-preference when processing *wh*-extractions, such that extraction from an object position is processed faster than extraction from a subject position. (cf. Juffs & Harrington, 1995). In contrast, German exhibits a subject-preference for these constructions (cf. Bader & Meng, 2000; Fanselow et al., 2000). This subject-preference in German can be traced to its robust morphology, in which grammatical roles are identified via case markings, as opposed to word order, as in English.

- 1) Wen denkst du, *bewunderte der Sportler* nach dem Spiel? (object-extraction; present tense)
WhoACC thinks you, admired the athlete_{NOM} after the game?
“Who do you think admired the athlete after the game?”
- 2) Wer denkst du, *bewunderte den Sportler* nach dem Spiel? (subject-extraction; present tense)
WhoNOM thinks you, admired the athleteACC after the game?
“Who do you think the athlete admired after the game?”
- 3) Wen hast du gedacht, *bewunderte der Sportler* nach dem Spiel? (object-extraction; past-tense)
WhoACC have you thought, admired the athleteNOM after the game?
“Who did you think admired the athlete after the game?”
- 4) Wer hast du gedacht, *bewunderte den Sportler* nach dem Spiel? (object-extraction; past-tense)
WhoNOM have you thought, admired the athleteACC after the game?
“Who did you think the athlete admired after the game?”

Results comparing reading times for the critical region (bold in the examples) show that the L2 German speakers exhibit a subject preference similar to that of German native speakers, suggesting that they have acquired the German case system and can use this information during online processing. Furthermore, this subject preference is not modulated by the tense of the matrix clause, indicating that the difficulty with these constructions is not due

solely to the presence of two adjacent finite verbs, as suggested in Juffs (2005).

How Target Language Affects Attentional Blink

HuiShu Jin, Atsunori Ariga, Kazuhiko Yokosawa (The University of Tokyo)

INTRODUCTION:

Attentional blink (AB) is a phenomenon that when two targets are presented with a short temporal lag, correct identification of the first target (T1) results in deficit for the second (T2). It is generally accepted that AB occurs when T2 arrives while attentional resources are pre-empted by T1, and thereby AB size depends on T1 processing difficulty (e.g., Chun & Potter, 1995). Normally, L1 is more efficient than L2 for unbalanced bilinguals. Therefore, we could assume that processing of L2 requires more attentional resources. In this study, we investigated whether AB, or its size, depends on target language. We hypothesized that target language will affect AB, that is, AB size will be bigger when T1 is defined by L2 than the case of L1 defined T1.

METHOD:

18 Chinese-Japanese bilinguals participated in the experiment. Two type of two-Chinese-character compound words were used as stimuli: Japanese-specific words (nonwords in Chinese) and Chinese-specific words (nonwords in Japanese). Importantly, all of the single Chinese characters that appeared in each word had the same morpheme in both languages. Distractors were rapidly and serially presented. In the distractor stream, two target words were inserted, and manipulated as a factor of LANGUAGE: Chinese-Chinese (CC), Japanese-Japanese (JJ), Chinese-Japanese (CJ), and Japanese-Chinese (JC) conditions. In the CC and JJ (non-switching) conditions, two targets were from the same languages, while in the CJ and JC (language-switching) conditions, two targets were from different languages; T1 from Chinese, T2 from Japanese, or vice versa. Additionally, the temporal interval between two targets was manipulated as a factor of LAG: 1, 2, 3, and 7. Lags reflect the post-T1 serial positions. Participants were required to orally identify both targets in required languages.

RESULTS & DISCUSSION:

A two-way ANOVA was performed on the percent report of T2 given T1. The analysis revealed significant main effects of LANGUAGE [$F(3,51) = 4.49$, $p < .01$], and of LAG [$F(3,51) = 33.34$, $p < .001$], and a significant interaction between these factors [$F(9,153) = 2.35$, $p < .05$]. Multiple comparisons revealed that the percent report of T2 was lower in lag-2 than in lag-7 across all LANGUAGE conditions. Therefore, independently of whether language-switching was required, AB deficit occurred with almost a same time course. It is noteworthy that AB size depended on target language. The percent report

of T2 was significantly lower when T1 was a word from bilinguals' L2 (in JJ and JC conditions) than when T1 was from L1 (in CC and CJ conditions). Based on language-unrelated previous AB studies, the report of T2 largely depends on T1 processing difficulty. In this study, we demonstrated clear evidence that processing of L2 requires more attentional resources than L1 for unbalanced bilinguals, which converges with language-related previous studies. In additional experiments, how language schema affects AB was discussed.

Metalinguistic skills in young French-English bilinguals

Angélique Laurent (Laboratory "Cognition, Communication et Développement")

From studies about bilingual education practices, some authors suggest that bilingualism, in a favourable environment, facilitates development of metalinguistic awareness, in particular metaphonological abilities. In a monolingual context, these abilities develop in interaction with learning to read. So the aim of the present study is to determine the nature of phonological abilities of precocious bilingual children prior to learning to read. On the basis of previous research, our research is based on two main questions. First, does bilingual experience develop more precociously metaphonological awareness than monolingual experience? Second, what type of phonological knowledge have English-French preliterate children? In other words, do linguistic particularities from French and/or English influence the way bilingual children segment speech? Given the results of previous research, it was predicted on the one hand that bilingual children would show higher levels of phonological awareness, that is metaphonological abilities, and, on the other hand, would segment speech in a different way than their monolingual peers.

To answer these two questions, 50 five-year-old children from a traditional French school took part in the study: 30 of them were French speakers (15 boys and 15 girls) and 20 were bilingual French/English speakers (11 boys and 9 girls). 'French speakers' means that the child hears and uses mainly one language, in this case French. On the contrary, the bilingual speakers are 'simultaneous bilinguals'. What we call 'simultaneous bilinguals' refers to children who are in contact with two languages from birth, in this case French and English. All children were in last year of kindergarten and receive no formal instruction in reading and writing. To examine phonological abilities, two linguistics tasks were used: a phoneme deletion task and a free phonological segmentation task. Performance of the two groups on the two tasks was compared. The two groups didn't succeed on the first task. Even so, bilingual children show an interesting result by adopting a special segmentation close to the correct answer, segmentation which was not done by

monolingual speakers. On the second task, each group segments in a different way the monosyllabic items, even if it is centred on the beginning of the utterances. These different segmentations diverge according to the phonological structure of each language. Results are discussed in terms of bilingual advantage and in terms of linguistic particularities of each linguistic system.

An Experimental Investigation into Implicit Second Language Acquisition

Anna Leonard Cook (University of Edinburgh)

Evolutionary and neurological evidence indicates that second language learners have access to both an implicit and an explicit learning system (N. Ellis, 2005; Hulstijn, 2002; McClelland, 1995). However, the behavioural evidence for the implicit system is inconclusive. Languages can be learnt in implicit experimental conditions, but participants may be inducing rules explicitly (Robinson, 1997). Learners of finite-state grammars distinguish correct and incorrect letter strings without explicit awareness of the rules (Reber, 1967), but they may simply rely on fragments of the surface strings (Johnstone and Shanks, 2000). This paper presents new experimental data to address the question: Can implicit knowledge of a second language grammar be acquired?

Native English speakers were exposed to a modified subset of Persian grammar. They carried out a source-localisation task matching speakers to possessive sentences as in:

Shohar-e mehmun-an geer-e

Cousin-of guest-s ran-3rd per. sing.

After training, participants were compared to untrained control participants. A timed aural grammaticality judgement test measured implicit knowledge, which can be accessed quickly. An untimed written version tapped explicit knowledge (R. Ellis, 2005). Lastly, a sentence-correction test identified participants with reportable explicit knowledge (Learners).

The judgement test items manipulated grammaticality and familiarity. Ungrammatical sentences had incorrect agreement (violating the long-distance dependency); unfamiliar items contained a novel noun-verb sequence. Associative chunk strength, the average frequency of word pairs, was substantially related to familiarity and minimally to grammaticality.

The results show that the trained participants had acquired abstract knowledge. They were sensitive to grammaticality in both judgement tests and there was never an effect of familiarity. In the timed test Learners and trained Non-Learners demonstrated equal implicit grammatical knowledge. In the untimed

test the Learners could use explicit knowledge and outperformed the Non-Learners.

Implicit knowledge develops automatically, even during exposure to ungrammatical stimuli (Hulstijn, 2002). Hence, it becomes less representative of the grammar during judgement tests. Performance in the second half of the timed test was at chance, as it was for the Non-Learners in the untimed test. Time pressure, explicit report and interference all suggest that implicit knowledge was used. When they are combined, the evidence is persuasive.

In summary, the data suggest that participants developed implicit and (in some cases) explicit knowledge of the second language grammar. We suggest that the training technique encouraged participants to treat stimuli as wholes, while previous experience with language facilitated rule induction. This study provides a starting point for psycholinguistic research into implicit second language learning, which will be developed in further experiments.

Examining the Bilingual (dis)advantage on the Verbal Fluency Task

Gigi Luk, Ellen Bialystok (York University)

Verbal fluency is commonly used as a neuropsychological assessment of cognitive performance, but the influence of bilingualism on performing this task has been understudied, in spite of a growing bilingual population. In the limited research, the general results have shown a bilingual disadvantage in verbal fluency relative to monolinguals. However, bilinguals have been found to perform better than their monolingual peers in nonverbal executive functioning tasks. Because some verbal fluency tasks include a role for executive functioning, so the results are puzzling. It is hypothesized that verbal fluency depends on an interaction of language proficiency, bilingualism and the executive demand of the task. The present study examines these factors in monolingual and bilingual young adults.

Forty-seven bilinguals and fifteen monolinguals were given the verbal fluency subtest of the Delis-Kaplan Executive Functioning System in English. Participants were asked to say as many words as possible that start with a given letter or in a given category in one minute. The letter task was restricted by excluding names of people or places and numbers. These restrictions increase the executive control demands of the letter fluency task relative to the category fluency task. The bilinguals were grouped into high-proficiency (HP) and low-proficiency (LP) groups based on their performance in a standardized test of receptive vocabulary in English (Peabody Picture Vocabulary Task-III). Confirmation of fluency in the non-English language was obtained through self-report. The HP bilinguals reported English as the first language while the LP bilinguals reported English as the second language.

For letter fluency, the HP bilinguals produced significantly more words than the LP bilinguals and the monolinguals, with no difference between these two groups. For category fluency, HP bilinguals performed the same as the monolinguals, and both groups performed significantly better than the LP bilinguals. This suggests that category fluency reflects language proficiency but letter fluency reflects language proficiency plus executive control. This hypothesis was confirmed by an analysis of covariance that controlled for language proficiency (PPVT). With vocabulary controlled, category fluency was equivalent for all three groups but letter fluency elicited higher scores from both bilingual groups than from the monolinguals, although the difference between the monolinguals and LP bilinguals was not significant. Therefore, the bilingual advantage in executive processing is evident as well in a verbal fluency task once language proficiency, the other component of performance, has been controlled.

Perspectives in Identification of Matrix Language by Malayalam-English Bilingual Native Speakers- A Comparative Study

Manaswini . D (Dr. M.V.Shetty College of Speech & Hearing, Mangalore, India)

Introduction:

Code switching & Code mixing have emerged as inter-linguistic communication strategy in bilingual population. Their accommodations vary from minor modifications in & language to mixed-lingual strategies. The choice of language in the conversations between known bilinguals can be determined by various factors. Identification of Matrix language (ML) is vital for judging the appropriateness of the code mixed utterances in clinical bilingual populations-Bilingual aphasia & dementia. Literature though provides various constraints for identification of ML they miss out certain factors considered crucial by native speakers especially for non-English languages for the assignment of ML.

Aims:

Study aims at verifying the ability of Malayalam-English bilinguals to identify the ML & also the factors they consider as important for the same.

Method:

Study involves 30 normal Malayalam-English bilingual subjects' responses for 24 codes mixed & 1 code switched sentences. Subjects were provided with 4 choices for assignment of the ML. The responses were compared with the principles of Matrix Language Frame (MLF) across sentences as well as across subjects. Results were also compared studies on Kannada-English, Hindi-English bilingual population.

Results:

Subjects could assign ML for 24 code mixed sentences with little difficulty but faced higher difficulty for the code switched sentence. Hence, the findings support the view that ML can be assigned to code mixed sentences, which is also supported by other studies.. The favoring cues (that agreed with MLF) were semantics, initiation /termination of sentence in a particular language, prosody, emotions expressed through words of that language, phonological influence, word borrowing & familiarity. The cue considered as opposing (that disagreed with MLF) was language proficiency. But, semantic content, syntactic structure, intonation, word frequency, morphology featured as the most important cues for correct ML assignment. Comparisons across subjects reveal 40 to 96 % of correct responses. Comparison across sentence showed correct scores ranging from 32 to 100 %. Cross-linguistic comparison showed similar results in terms of syntax being the most important cue whereas added cues like proficiency and initiation of sentence were noted in the present study. Comparison with linguistic constraints revealed similar results

Conclusion:

In conclusion, every code mixed sentence has a ML & also the native speakers can identify & provide reasons with relative ease. Cross-linguistic comparison of results showed similar factors for assignment of ML. Across linguistic constraint some factors matched. However, native-speakers were able to provide other factors like phonological influence, language proficiency. Hence, there is an immediate need to develop a theory for identification of ML accounting for the native speaker's perceptions.

Second language acquisition of Greek null subjects at the syntax-pragmatics interface

Panagiota Margaza, Aurora Bel (University of Pompeu Fabra)

The aim of this paper is to examine the acquisition of the Null Subject Parameter (Chomsky 1981) in Greek Interlanguage of Spanish speakers and to investigate the syntactic and pragmatic use of null subjects at the syntax-pragmatics interface (Montrul 2004; Serratrice et al. 2004; Sorace 2004). In most researches within the field of SLA the L1 differs from the L2 with respect to [+/- null subject] value (Liceras & Díaz 1998, 1999). In some cases the L1 and the L2 adopt the same parametric value (Bini 1993). In this study we examine two [+null subject] languages: Greek and Spanish. Margaza (2004) and Margaza & Bel (to appear) also study this combination of languages and focus on Spanish Interlanguage of Greek. On the other hand, we concentrate on Greek Interlanguage of Spanish students. There are no many studies relevant to L2 acquisition of Greek. In order to address the research questions two experimental groups (12 intermediate and 11 advanced

learners of Greek) and 10 native speakers are examined. The non-native speakers studied Greek at the Escuela Oficial of Barcelona during the 2004-2005 school year. Their competence level is determined by the hours of exposure to Greek. All participants answered a questionnaire with linguistic and academic information and completed two tasks: a cloze task and a written production task. Results indicate that the Spanish students know the possibility of expressing or omitting the subject in L2 Greek and are able to produce null subjects in the two tasks. It is possible that there is the influence of the L1 in the syntactic domain of grammatical knowledge. The nature of the task affects the production of null subjects: the experimental groups employ more null subjects in the cloze task than in the written production task. In the latter task the participants express the subjects they are able to according to the contexts they create and the referents they present. In this task the intermediate students misuse pronominal subjects in optional contexts and do not show command of all pragmatic uses of subjects. On the other hand, the advanced learners overuse fewer subjects indicating that competence level affects subject production. These results are consistent with the conclusions of Margaza (2004) and Margaza & Bel (to appear) who study the distribution of subjects in L2 Spanish and examine the overuse of pronouns. It is worth stressing that the morphological errors the learners of Greek produce are not related to the overuse of pronominal subjects. In other words, the students who misuse pronouns do not generate the incorrect verbal form and the learners who employ null subjects produce morphological errors in matrix and subordinate clauses. An explanation could be that it is easier to check the features of Agreement when the pronoun is overt. Intermediate learners seem not to transfer the pragmatic knowledge from their L1. It is likely that transfer plays a role in syntax but not in all pragmatic contexts.

Are non-cognate words phonologically better specified than cognates in the early lexicon of bilingual children?

Ramon-Casas Marta & Laura Bosch (University of Barcelona)

Previous research in our laboratory has shown that bilingual exposure has specific consequences on word recognition processes and on the phonological detail represented in early words. When tested in a word recognition task involving a Catalan-specific vowel mispronunciation, Catalan-Spanish simultaneous bilingual toddlers differed from Catalan monolinguals in their ability to detect the wrong pronunciation in the target words. The bilingual group showed similar fixation times to both the well-pronounced and the mispronounced targets, thus suggesting that the language-specific vowel contrast under study, (/ɛ/-/e/), was not encoded in the representation of these words.

One possible explanation for these results is the cognate status of the items in that experiment. It has been shown that cognate and non-cognate words have a different status in language production. There are two basic assumptions about the bilingual lexico-conceptual system: a shared conceptual store for both languages and segregation between the corresponding lexical representations (Kroll & Stewart, 1994). This segregation could be neat and earlier established for non-cognate words than for cognate words. Cognate words, differing in vowel quality when produced in one or the other language in bilingual environments, are more subject to variability and this factor may affect the degree of specificity in their vowel representation. As a consequence, bilingual toddlers would be more readily to accept certain mispronunciations of vowels in cognates than in non-cognate words.

In order to clarify this issue, a familiar word recognition experiment has been run in Catalan, using four non-cognate targets. Two groups of 18- to 24-month-old infants participated in this experiment, half from Catalan monolingual environments and half from Catalan-Spanish bilingual homes. The same Catalan-specific vowel contrast (/ɛ/-/e/) was used to create the mispronunciations. If the cognate status of words in the bilingual lexicon affects the amount of detail specified in their representation, then both groups of participants, bilingual and monolingual, will react to the mispronunciation condition in this non-cognate experiment. However, if cognateness is not a relevant factor, then similar results as the ones previously found in the cognate experiment, arte predicted: the bilingual group will not react to the mispronounced targets. Preliminary results indicate that while the Catalan monolingual group can detect the vowel mispronunciation, bilinguals tested so far, do not. Receptive vocabulary measures are obtained to ensure that the target items are familiar to each of the participants. If confirmed with a larger sample, these results will be interpreted as suggesting that cognate status does not affect the detail encoded in the representation of words.

The aging bilingual and executive function: Beyond the Simon effect

Renata F.I. Meuter, Matthew Simmond (Queensland University of Technology)

Recent findings suggest that elderly bilinguals experience a less marked cognitive decline in inhibitory ability than their elderly monolingual peers, as measured by the Simon task (Bialystok, Craik, Klein, & Viswanathan, 2004). The present study sought to explore this phenomenon further by comparing young and elderly bilingual and monolingual adults not only on the Simon task but also on the Sustained Attention to Response Test (SART) and a number switching task. As predicted, the elderly bilinguals experienced a smaller Simon effect than did the elderly monolinguals. However, a similar

bilingual advantage was not observed on the other tasks. All groups were equally efficient at correctly withholding responses on the SART, the only marked effect being the overall slower responses observed in the older participants. In addition, no language background effects were seen on the number switch task. Bilinguals and monolinguals in each age group experienced similar switch costs. This pattern of data across three different measures indicates that bilingual experience impacts variably on executive functions.

Into the future - towards bilingual education in Israel

Aura Mor-Sommerfeld, Faisal Azaiza, Rachel Hertz-Lazarowitz (The Jewish-Arab Centre, University of Haifa)

For the last two years, the Jewish-Arab Centre at the University of Haifa has been implementing a programme to promote bilingual education in Israel. Its title "Into the Future – Towards Bilingual Education in Israel" – underlines its essence. The programme for a new, ultimately bilingual, approach for the educational (segregated) system in Israel states:

Based on the premise that equal rights between Israel's Jewish and Arab–Palestinian citizens is an achievable target, there is a basic need to design a bilingual and bi-cultural syllabus that will ensure full educational integration in all levels of schooling for Jewish Israelis, L1 Hebrew speakers, and Palestinians citizens of Israel, Arabic L1 speakers. It is based on a belief in universal human rights, including those of basic freedom and education, and a willingness to create a shared life for all the communities from both populations living in the area. The programme aims to establish a positive, constructive and fruitful dialogue in and between the Arabic and Hebrew educational systems in Israel, based on common activities and interests. Bilingual syllabuses, bilingual schools and a new approach to language and education are thus the core components of the programme.

The proposed presentation will describe how bilingual education can work for Israel by challenging its reality and changing it. It will consist of three parts. The first (I) will present the historical background and the socio-political context of the Israeli educational system. It will refer to the situation of instructing and learning Arabic and Hebrew as additional second languages and the attempts to set up bilingual schools and projects, examining this issue in mixed cities and districts. The second part (II) will review some theoretical aspects of bilingual education, offering new perspectives for analyzing it. The last part (III) will deal with the new programme for bilingual education in Israel, examining its meaning and goals, and discussing possible models for promoting the programme.

Social-Educational Impact in the Teaching-Learning Process

Daniela D'arc Fontenele Nascimento, Cecile Buhl (Newclassroom)

The Brazil/English Project for Professional Development course took place July 3 - 28, 2006 in Piauí, Brazil. This course is part of a volunteer supported Educational project focused on English teachers: improving their language skills, gaining accessibility to teaching methodologies, developing their teaching materials, developing a basic curriculum, and exchanging social-educational experiences. The poster presentation will give a representation of national statistics, personal observations, and gathered survey results of the one month Pilot Project. The data was collected through surveys, questionnaires, video presentations, daily observations, and final evaluations. The poster is focused on two main problems with the teaching-learning process. First, English is taught as a subject not as an integrated acquisition skill for an enriched life and better future. Secondly, the English teachers lacked knowledge of methodologies and had little English language proficiency in the second language acquisition process.

Piauí, the poorest state in Brazil, has a population of over 3,000,000 inhabitants. Less than 5% of the population speaks English. This low percentage is taking into account that the English language is taught from grade 5 to grade 12 as a foreign language. The public school system has approximately 600 English teachers currently working. Out of this total number, 15% of them attended the Project for Professional Development course created and in coordination with the Piauí state government.

This one month course accepted 90 English teachers from different cities in the state. Fifty percent of the attendees were from the capital, Teresina. The other 50% were from rural towns throughout Piauí. Seventeen percent of the 90 English teachers had taught English for over 5 years, 75% for over 10 years, and 5% for over 20 years. However, just 2% could communicate in English properly. These teachers come from Teresina.

Even though the English language proficiency level varied, the knowledge of methodology and teaching style was similar among all the teachers. This entailed rote learning methods and little else. Around 80% of the English teachers completed a degree in English literature within the five years before attending this project. 10% completed a degree in other subjects other than English. These teachers mostly came from isolated towns who stated they had to teach the "English subject" even though they didn't know the language. The main reason for this was the shortage in language teachers throughout the state.

To conclude, Piauí has a shortage in English teachers. There is also a lack of student motivation to acquire the language because English is taught as a subject. Most of the currently employed English teachers not only have little

English proficiency, but also have little or no expertise in different teaching methodologies or knowledge of second language acquisition.

L2 Sentence Comprehension in Noise – A Longitudinal Study

Georgina Oliver, Peter Indefrey

This study investigated the development of L2-learners' ability to exploit syntactic and semantic constraints for word recognition under adverse conditions.

In an auditory word-monitoring task, target words were embedded in different types of prose, i.e. normal spoken sentences (NP), syntactically correct but meaningless sentences (SP), and random word stimuli (RP). Stimuli were presented with three levels of background noise.

We followed twelve German native speakers acquiring Dutch in an intensive language course for four to six weeks.

At three time points during and after the course, the participants underwent a test battery including a language background questionnaire, a non-verbal intelligence test, two standard Dutch proficiency tests, a hearing test and a word-monitoring-in-noise experiment.

After two weeks of learning, L2-learners already showed faster reaction times to NP and SP as compared to RP stimuli, but did not show an additional semantic effect (NP vs. SP) observed in the Dutch controls. From four weeks onwards German and Dutch native speakers no longer differed in this respect.

At no time point did the L2-learners show a stronger adverse effect of noise on performance than Dutch native controls. This finding suggests that at least for relatively mild noise levels and L2-learners from a closely related L1 there is no difference in the automaticity of syntactic processing.

To conclude, L2-learners may already show online exploitation of semantic cues for word recognition in sentence context after a few weeks of L2-learning.

The acquisition of pronouns by Greek-Spanish bilingual children: Evidence from production and comprehension tasks

Nativad Peramos, Stavroula Stavrakaki (Aristotle University of Thessaloniki)

This study investigates the performance of Greek-Spanish bilingual children on the production and comprehension of pronouns and addresses the question of language development in bilingual children.

Recent studies on the acquisition of pronouns by monolingual Greek and Spanish children indicate adult interpretation of object clitics by both Greek and Spanish children (Varlokosta 1999; Baaw et al. 1997).

To investigate whether language development in bilingual Greek-Spanish children resembles to that of monolingual Greek and Spanish children, we tested 4 Greek-Spanish bilingual children aged 3-5 simultaneously acquiring Greek and Spanish by using production and comprehension tasks. The experimental procedure included (i) a picture-pointing comprehension task and (ii) an elicited production task supported by pictures. The experimental material included (i) reflexive pronouns and (ii) object clitics in sentence contexts.

The children's performance has been compared to that of monolingual Greek and Spanish children who were matched with the bilingual children on chronological age. The results indicated that the bilingual performance on Spanish object clitics and reflexive pronouns did not significantly differ than that on Greek object clitics and reflexive pronouns. Furthermore, no significant difference in the production and comprehension of object clitics and reflexive pronouns was found for Greek and Spanish. Between-group comparisons indicated that the bilingual children's performance was within the range of monolingual children's performance.

We discuss these results in terms of current theoretical approaches to bilingualism (Genesee et al. 1995, Dullaart & Varlokosta 2000, among others) and argue that bilingual language acquisition can be described in terms of two differentiated grammatical systems (cf. Genesee et al. 1995).

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Does sentence context constrain cross-language lexical access

Tyler E. Phelps, Judith F. Kroll, Paola E. Dussias & Ana Schwartz (Penn State University)

Research on cross-language processing at the lexical level suggests that each of the bilingual's languages is active regardless of the requirement to use one language alone. The results of many visual and spoken word recognition studies demonstrate that words that are language ambiguous (e.g., cognates, homographs, or homophones) are processed differently by bilinguals than monolinguals. At the same time, evaluation of potential non-linguistic constraints on the bilingual system indicates that context, task instruction, and intention do not easily limit access to only one lexicon. A number of recent

studies have asked whether the apparent nonselectivity of lexical access can be constrained when words are processed in sentence context. The results of these experiments show some reduction in the activation of the unintended language, e.g., when sentence context is highly constrained semantically, but not an overall elimination of the effect of the language not in use.

In the present study, we examined the effects of language-specific syntax on the nonselectivity of lexical access. Spanish-English bilinguals read sentences in both Spanish and in English. In the critical conditions, the first phrase of the Spanish sentences was specific to Spanish in two ways: (a) The indirect object of a ditransitive verb was realized pleonastically with the proclitic *le* and with its corresponding noun phrase, and (b) A null pronominal element (*pro*) occupied the subject position of an object relative clause (e.g., *Las monjas le llevaron las mantas que (pro) habían bordado a la directora del orfanato*; The nuns took the quilts that they had embroidered to the director of the orphanage). In control conditions, and in English, the syntax of the first phrase was language nonspecific. Participants read sentences presented one word at a time and were required to name aloud a word that appeared in red (the word *director* or *directora* in the sentences above). Words to be named were either cognates or control words in the two languages.

If the parallel activation of the bilingual's two languages can be eliminated in the presence of syntactically specific contextual information that corresponds to one language alone, then we expect that the cognate effect in word naming, found in previous studies in out-of-context naming, should also be eliminated in context. The initial results of this study and their implications for models of bilingual lexical access and also for code-switching performance will be discussed.

Perceptions of bilingualism and communication disorders amongst trainee speech and language therapists

Christine Raschka (University of East Anglia)

It is increasingly the case that both SLT students and qualified SLT's need to be competent to work with clients from a range of linguistic backgrounds. There is a growing body of evidence (see, for instance, Winter 2001) which suggests that a lack of a knowledge of cross-cultural awareness can lead to over or under representation of bilingual clients in SLT relative to their weight in the population as a whole. However, much of this body of work assumes that there are large and well established minority communities from other Commonwealth Countries or former colonies who will make use of health services in general and SLT services in particular. Many of Britain's urban centres, such as Birmingham, London, Leicester can be characterised in this way. In such places there is often a greater awareness of bilingual language

issues and service providers may employ bilingual health care professionals and/or interpreters.

It will be argued in this paper that a different scenario of multilingualism (with less visible cultural impact on the majority population) characterises many areas of the UK. Using the case of Norwich, in East Anglia, a city in a principally rural agricultural county, it is argued that a more subtle pattern of bilingualism has developed over the last two decades. Norwich has a considerable number of European economic migrants, asylum seekers and refugees and a small number of well established commonwealth migrants. While some of these groups can be quite large (for example, the Portuguese population in North Norfolk), none have yet established a particularly large cultural impact and have low ‘social visibility’.

In situations like this, bilingualism can be seen as more of a ‘problem’, a drain on resources, or a hurdle to overcome rather than a resource or an advantage in the treatment of communication disorders.

The study will focus on three cohorts of SLT students studying at the University of East Anglia in Norwich. This paper will explore three issues through questionnaires and focus group interviews:

- Attitudes towards bilingualism
- knowledge of bilingualism and communication disorders
- evaluation of relevance to SLT practice

It is argued that unless a better understanding of bilingualism is fostered early on in Students’ training, the perception of multilingualism as a problem (rather than an asset) will remain commonplace, particularly in rural areas or smaller urban centres where multilingualism is present albeit with less noticeable cultural influence.

Cognitive flexibility in lexical retrieval: Comparing L2 acquisition and L1 attrition in German

Angelika Rieussec & Barbara Köpke (Universität Toulouse2)

Few studies directly compare L2 acquisition and attrition data, despite the fact that the few studies having drawn parallels between both processes yielded promising results (Gürel 2002, Montrul 2004, Keijzer 2004), whatever their theoretical background. The present paper is aimed at such a comparison between L1 attrition data previously analysed and new L2 acquisition data. The two groups—60 L1 German attriters with L2 English or French and 25 French advanced adult learners of German with a mean of 7 years of instruction (level B2)—were assessed in a German picture description task.

Both quantitative and qualitative aspects of the data will be analysed here:

Quantitative aspects include fluency data (pauses, repetitions, retractions, etc.), proficiency data (type/token analysis) and an error analysis allowing the

comparison of the frequency of semantic, morphological and syntactic errors in both groups.

Since most of the errors from the attrition data concern lexical retrieval, the second part of the analysis focuses on lexical retrieval difficulties. Faced with such difficulties both populations will develop a large choice of production strategies reaching from anaphoric strategies (Rieussec 1996) such as omissions, avoidance or code-switching to cataphoric strategies like lexical innovations (which may be conform to the norm or not). These are in many cases revealed by L1 or L2 meta-comments. We propose an attempt to hierarchise such strategies as a function of the cognitive creative potential involved (Nespoulous & Virbel 2004). Even if all types of strategies can be found in both populations, our hypothesis is that there will be quantitative and qualitative differences in the use of these, reflecting differences between learners and attriters with respect to their underlying linguistic competence and the psycholinguistic processing of two (or more) languages.

The study should allow to better understand how two populations with similar cognitive flexibility but supposedly different linguistic proficiency make use of the creative potential of cross linguistic knowledge and linguistic and cognitive strategies.

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German Language Maintenance at the EU supranational level. Power-Struggle in the Administration of EU Institutions.

Marta Rusek (Freie Universitaet Berlin)

This paper addresses the role and status of the German language at the supranational level of the European Union. By presenting the relationship

between European integration and languages it examines how integration influences the use, distribution and status of languages within its territory. The Free movement of persons that comes under the new Title IV of the EC Treaty, as amended by The Treaty of Amsterdam 1997, covers among other things the field of immigration within the EU. Obviously, the language use is not only confined to the issue of immigration but also plays an important role at the supranational level, both symbolic and practical. This paper will focus on the latter with relation to the maintenance of the German language. German forms the largest group of native speakers in the European Union. It is official in four member states (Germany, Austria, Belgium and Luxembourg) and comes second as a second language. Being one of 20 official languages in EU it also evolved as an internal working language (along with English and French) in key institutions, nevertheless it is rarely used. Thus, in recent years, German politicians and advocates of German interests have focused greater attention on the status of the German language in Europe, encouraging its maintenance. Their line of arguments is related to the role that Germany still plays as major actor in EU and its important function as the founding member. The presentation will mainly deal with the legal basis for the EU's language policy, namely with the Council Regulation No 1 of 1958 determining the languages to be used by the European Economic Community, as amended, which lists the official languages and specifies when and for what purposes they are to be used. Special focus will be given to the Regulation's shortcomings to be found in Article 6, which provides a loophole directly corresponding to the complex issue of the internal use of the German language within the EU institutions and their administration. Further, the present linguistic situation and language regime in EU negotiating bodies will be presented. This will mainly include European Commission, European Council, European Parliament, as well as COREPER (the Permanent Representatives Committee) and COREAU (EU communication network between the Member States and the Commission for cooperation in the fields of Common Foreign and Security Policy). The supporting and counterarguments in relation to German language provisions will be presented and discussed.

Creating and analysing bilingual spoken language corpora with EXMARaLDA

Thomas Schmidt, Kai Wörner (SFB 538 "Mehrsprachigkeit")

This poster presents the EXMARaLDA (EXtensible MARkup Language for Discourse Annotation) system, a collection of data formats and software tools for the creation and analysis of spoken language data. EXMARaLDA was developed with three basic objectives in mind:

- 1) to facilitate the exchange of spoken language corpora between researchers and between technological environments (e.g. different operating systems, different software tools),
- 2) to optimally exploit the multimedia and hypertext capabilities of modern computers in the work with video or audio data and their transcriptions (e.g. to develop ways of synchronising the navigation in the recording with the navigation in the transcript),
- 3) to pave the way for long term archiving and reuse of costly and valuable language resources (e.g. to ensure the compatibility of corpora with existing or emerging standards for digital archiving).

To achieve these goals, the EXMARaLDA system was built using XML, an open standard for data modelling and JAVA, a language for implementing cross-platform applications. Since EXMARaLDA's data model was constructed on the basis of modern text-technological approaches like the AG formalism (Bird/Lieberman), the system is compatible with many other corpus tools and frameworks that are currently under development. The text-technological principle of the separation of form from content ensures that EXMARaLDA data can be viewed and processed in many different ways.

Six years after the beginning of its development, EXMARaLDA is now a stable system, used by a great number of researchers, mainly in the fields of discourse and conversation analysis and language acquisition studies. Several bilingual or multilingual spoken language corpora have been and are currently being compiled with the help of EXMARaLDA.

The poster will explain the system's architecture and design principles, give an overview over its most important software components – a transcription editor, a tool for corpus management and a corpus query tool – and focus on some issues which were found to be specific to bilingual or multilingual corpora – such as the use of different writing systems within one document, the supplementation of transcribed utterances with translations or morphological transliterations, or the annotation of code switching. These issues will be illustrated using examples from three bilingual EXMARaLDA corpora: a child language corpus of German/Turkish bilinguals, a corpus of inter-Scandinavian (Swedish/Danish) communication and a corpus of interpreted (Portuguese/German) doctor/patient communication.

The poster presentation will be accompanied by a demonstration of EXMARaLDA's software tools and of the above mentioned corpora on a laptop computer.

Investigating nonnative-speakers' knowledge of adjective-noun collocations

Anna Siyanova (The University of Nottingham)

The fact that learners have problems with collocations is well-established and widely attested (Nesselhauf 2003, Howarth 1998, Granger 1998). A number of researchers have suggested that L2 learners rely heavily on creativity and, thus, make 'overliberal assumptions about the collocational equivalence of semantically similar items' (Wray 2002: 202).

The paper will present a series of studies focusing on adjective-noun collocations extracted from learner essays:

In Study 1, it was established that one quarter of all learner collocations failed to appear in the BNC (British National Corpus), while another quarter had a very low BNC frequency, i.e. less than 0.05 occurrences per one million words. It would seem logical to suggest that these collocations failed to appear in the BNC due to being erroneous or highly implausible. Interestingly, as will be shown in the error analysis (Study 4), the vast majority of the least frequent collocations were judged as acceptable by five native speakers.

Study 2 and 3 had a similar goal, i.e. to identify how advanced language learners differed from native speakers in their judgments of collocations of different frequency. However, in Study 2, participants performed an off-line task, i.e. they were not constrained in time. Study 3, on the other hand, required subjects to react under time pressure, i.e. to perform an on-line task.

Study 2 revealed that NS intuitions correlated strongly with BNC frequency. Advanced language learners, on the other hand, were shown to have relatively poor intuitions. Namely, the results highlighted the fact that NNS tended to think of uncommon collocations as more common and plausible than they actually were, which was probably due to learners constructing a great proportion of their language from rules rather than from lexicalised routines (Foster 2001). The results also indicated that it was L2 learners' insufficient awareness, i.e. noticing, of common collocations in their input that led to their relatively poor judgments of common collocations.

Study 3 effectively supported results found in Study 2. It was established that both NS and NNS took significantly less time to read and process common collocations than uncommon. This, however, was no longer the case with medium and high frequency collocations. NS intuitions were consistently good, i.e. their answers correlated with the BNC frequency, while NNS recognition times were no different for high and medium frequency collocations.

In Study 4, a number of erroneous collocations were identified. It follows that in adjective-noun collocations, errors are most often encountered in the use of adjectives. This is likely to be due to their idiosyncratic collocational restrictions (Cruse 1986). Furthermore, following error analysis, it was

established that learners relied heavily on their L1, which often led to a rather unidiomatic word-by-word translation.

“Borrowed and lost”: The story of Malay loanwords in Hokkien and Teochew and what it tells us about the evolving nature of multilingualism in Singapore.

Ying Ying Tan, Bee Chin Ng (Nanyang Technological University)

This paper traces the life cycle of Malay loanwords in Singapore, a linguistically heterogeneous community. In the last 200 years, Singapore has been a linguistic meeting point for a varied set of languages from typologically different families. The main language groups of settlers from China were Hokkien and Teochew, both Southern Min Chinese languages. Over the years, the variety of Hokkien and Teochew spoken in Singapore has diverged substantially from the variety spoken in Fujian Province where the early migrants came from. The main characteristic of Hokkien and Teochew in Singapore is the incorporation of a sizable amount of Malay words, adopted into these two Chinese languages, with a systematic allocation of tones to the Malay words. Some of these words have been so “nativised” that most Hokkien and Teochew speakers today are unaware of their origins. This study focuses on the adoption of Malay loanwords in Hokkien and Teochew and tracks the typology and semantic fields of the words borrowed. It also examines the motivations behind the adoption and the eventual loss of some of these loanwords. A survey was conducted with 60 Hokkien and 60 Teochew speakers from four different age groups ranging from 20-80 years to track the use and disuse of a list of 100 Malay loanwords. The aim is to examine how deeply entrenched these Malay borrowings are in these two Chinese languages. The findings indicate a direct correlation between age and disuse of Malay loanwords with the younger generation retaining no more than 30-50% of the words tested. At its most advanced stage of assimilation, the Malay loanword completely dislodged the Hokkien and Teochew native words for the same item in the speaker’s lexicon. The pattern of usage of these loanwords is indicative of the dynamic and evolving nature of bilingualism in present day Singapore. The loss of the loanwords is explained in terms of the ethnolinguistic vitality of the Hokkien and Teochew speech communities and the rising influence of English and Mandarin Chinese which not only provided a more available source of lexical influences, they also left permanent imprints on the variety of Hokkien and Teochew spoken by younger Singaporeans. In addition, we will make observations about the fluidity of the lexicon in a pluralistic language contact situation and propose a functional explanation which is based on competing relevance of languages in the lives of multilingual speakers. The extensive incorporation of Malay loanwords in

various semantic and cultural fields suggests a close Hokkien-Malay and Teochew-Malay interaction, though the extent and nature of this interaction remains largely undocumented. The findings in this study highlight the relevance of language contact research in reconstructing social and historical connections in society.

Effects of working memory, language proficiency, and training on simultaneous interpretation performance: Evidence from Chinese-English bilinguals

Juliet Y. Z. Tzou, Jyotsna Vaid, Hsin Chin Chen, and Zohreh R. Eslami

Recent studies suggest that having a large working memory facilitates performance in simultaneous interpreting and is what distinguishes interpreters from bilinguals (Christoffels, De Groot, & Waldorp, 2003; Christoffels, De Groot, & Kroll, 2006; Padilla, Bajo, Cañas, & Padilla, 1995). What remains unclear is whether working memory capacity is affected by formal instruction in interpreting and how working memory and simultaneous interpretation are influenced by language proficiency and/or by linguistic distance. The present study, designed to address these issues, examined the performance in simultaneous interpreting of high and less proficient Mandarin-English bilinguals untrained in interpreting vs. those with training in professional interpreting. First and second language proficiency was assessed using a range of speeded performance measures (e.g., number naming, word fluency, and phrase translation verification speed) in addition to self-assessments. Working memory capacity was assessed using verbal and nonverbal measures (reading span and digit span). The study sought to answer the following questions: (a) Does working memory capacity similarly affect simultaneous interpreting performance in Mandarin-English student interpreters and bilinguals who do not have prior training in SI? (b) Based on participants' relative language proficiency, are balanced bilinguals more resistant to language effects in working memory tasks? And for the less proficient bilinguals, do L2 (English) working memory tasks consume more WM resources than L1 (Mandarin)? (c) Is working memory susceptible to training as shown by working memory differences between first year and second year student interpreters? Preliminary data suggest that performance in simultaneous interpreting is guided not only by working memory but also by language proficiency, and that formal training in interpreting enhances both language processing and working memory capacity.

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The relation between auxiliaries and finiteness in L2 Dutch: Evidence from production and imitation

Josje Verhagen (Max Planck Institute For Psycholinguistics)

Previous research has shown that the earliest signs of finiteness in L2 acquisition are found in sentences with non-thematic verbs and that sentences containing thematic verbs become finite only later. Parodi (2000) observed, for example, that L2-learners of German initially produce pre-verbal negation with thematic verbs, while the negator appears in post-verbal negation with non-thematic verbs from the start. Becker (2005) suggested that it is typically non-modal auxiliaries that lead to the acquisition of post-verbal negation with all verbs: the ‘empty’ lexical status of ‘haben’ and the transparent morphological make-up of this auxiliary lead to the acquisition of verbal morphology and verb raising, which in turn results in post-verbal negation. Apart from negation, the acquisition of inversion in languages like Dutch has also been explained in terms of auxiliary emergence (Dimroth et al. 2003).

The present study aims at further exploring the relationship between auxiliaries and syntactic phenomena that are commonly associated with finiteness by investigating whether the auxiliary ‘hebben’ is linked to the acquisition of negation and inversion in L2 Dutch.

The data was collected in an experiment that contained relatively free production tasks such as film retelling tasks and a controlled imitation task. This latter task may reveal ‘passive’ L2 knowledge that cannot be deduced from production data. Subjects were 57 Moroccan learners, 46 Turkish learners and 28 (control) native speakers of Dutch.

As for negation, the production data provide support for the earlier finding that ‘hebben’ leads to the production post-verbal negation: learners, who used ‘hebben’, produced post-verbal negation, whereas learners, who did not yet use ‘hebben’, produced pre-verbal negation. However, the results of the imitation task indicate that the distinction between both types of learners becomes less clear-cut when ‘passive’ L2 knowledge is considered. Learners, who used pre-verbal negation, changed sentences with pre-verbal negation into sentences with post-verbal negation, but they did so in the case of auxiliaries only. Sentences containing lexical verbs were changed from post-verbal into pre-verbal negation by these learners.

The results for inversion looked remarkably similar to those for negation in that (i) inversion was only produced by learners producing 'hebben' and (ii) learners, who did not use 'hebben', changed non-inverted sentences into inverted ones in the case of auxiliaries, while they changed inverted sentences with lexical verbs into non-inverted sentences.

All in all, the results support the idea that auxiliaries and syntactic finiteness are related in production. More importantly, however, the findings show that this relationship can also be detected at a deeper 'knowledge level': learners may already be sensitive to finite structures involving auxiliaries, but not lexical verbs, at a stage where they cannot produce auxiliaries yet.

Exploring the Bilingual Advantage in Executive Control: The Role of Expectancies

Mythili Viswanathan & Ellen Bialystok (York University)

Previous research has shown that bilingualism helps to offset age-related losses in certain executive processes such as switching attention. The present study investigated a possible reason for this bilingual advantage in executive control using middle-aged (30 to 40 years) and older adults (60 to 80 years) by examining the role of expectancies. Expectancy is defined as the anticipation of the next event in a series of trials or across blocks of trials. When the same task is presented consecutively, participants perform better than if the task is combined with another task and the two are presented in a random sequence. One explanation for this decline in performance in the combined presentation is that it is more difficult to maintain the goals of the two tasks because expectancies constantly change. The more able one is to hold the two goals in mind, the less dependent one is on expectancies. For example, if participants expect a new trial to be the same as the previous one, a change in the trial violates that expectation and leads to poorer performance.

We used the fade-out task (Mayr & Liebscher, 2001), which is a reverse task switching paradigm, to examine differences in expectancies between monolinguals and bilinguals. Stimuli containing shape and colour information were presented in the centre of the display screen. Participants were instructed to classify stimuli in response to cues indicating either shape or colour as the criterion. The task began with a mixed block in which two tasks, shape and colour classifications, alternated randomly. On trial *n*, one of the tasks became irrelevant, leaving only a single task to perform. The critical variable is the point at which the participant's performance reflected this change by a decrease in reaction time. This measure is called the fade-out cost.

The hypothesis was that bilinguals will have smaller fade-out costs than monolinguals because they are more skilled at maintaining two goals and therefore less reliant on expectancies. The results supported this prediction for

the bilinguals in both age groups. The interpretation is that the bilinguals were able to disengage from the irrelevant task more efficiently than monolinguals. In contrast, monolinguals were more dependent on external cues to guide their performance. In addition, bilinguals in both age groups were more efficient than monolinguals in handling the two tasks and exhibited smaller mixing costs prior to the change at trial *n*. Mixing costs increase with age, and that increase was less severe for the bilinguals in the present study. These results indicate a bilingual superiority in goal maintenance that is evident across the lifespan.

Dimensions of Language proficiency: perceptions of multilingual migrants in Aotearoa/New Zealand

Ute Gerda Walker (Massey University)

There has been a perceived lack of inquiry into what we mean by language proficiency (LP) (Bialystok, 2001), despite a range of different theoretical approaches to the concept. In a psycholinguistic sense LP is seen as overall competence or latent mental ability in the Chomskyan sense. Cummins' Common Underlying Proficiency (Cummins 1983, 1997) underlies the notion of linguistic interdependence, which may be bi-directional in nature (Cook, 2003; Keckes & Papp, 2000) and subject to threshold levels in both languages. In contrast, the SLA paradigm operationalises LP as the mastery of four equally important discrete skills. This monolithic skills view has also been adopted in the language maintenance and loss paradigm, even though this is not always associated with formal learning contexts.

Migrants represent an important demographic in relation to a discussion of LP. They tend to be associated with fluency in the host country language, even where they are bi/multilingual. This view is at odds with ethnolinguistic diversity in many migration contexts and perpetuates a view of LP as a static and technical skill, often judged according to monolingual norms. However, variation of language use, functions and availability of communities of practice gives rise to changing linguistic abilities, often resulting in a deficit view of static features changing to "mutilated forms" (de Bot & Weltens, 1991). Mixing and switching between codes deviates from monolingual norms, but the capacity to do so also constitutes a dimension of bilingual proficiency. Thus LP can also be seen as a process of change, as proposed in Van Lier's (1996) Cyclical Model where social interaction acts as the cog that sustains or grows LP.

This poster presents findings of an empirical study among bi/multilingual migrants in Aotearoa/New Zealand in an attempt to adopt a more holistic approach to the dynamic realities of bi/multilingual migrants' LP. It investigates bi/multilingual speakers' perceptions of what proficiency in their

heritage languages means to them. It is argued that rigid notions of LP in the face of globalisation are becoming less feasible, especially where they presuppose a formal language learning context, which does not apply to all bi/multilingual contexts. A situated notion of LP is more likely to take into account emerging norms in contact situations and bi/multilingual environments. Taking an ecological approach it considers a number of relevant factors associated with LP, including speakers' own norms and expectations. The study proposes a dynamic 'dual' model of LP and presents a range of critical features of heritage language LP, making for a multi-layered model integrating cognitive, affective, normative and socio-cultural dimensions.

Oral reading in bilingual aphasia: evidence from Mongolian and Chinese

Brendan Stuart Weekes, Zhang Xihong & Wengang Yin (University of Sussex)

Cognitive neuropsychological studies of bilingual patients with aphasia have contributed to our understanding of how the brain processes different languages. The question we asked is whether differences in script have any impact on language processing in bilingual aphasic patients who speak languages with different writing systems: Chinese and Mongolian. We observed a pattern of impairment to written word comprehension and oral reading that was worse in L2 (Chinese) than in L1 (Mongolian). The effect of script was independent of premorbid proficiency in L1 and L2 and familiarity and age of acquisition of lexical items. However, the effect of script was weak and diminished with recovery. We argue that effects of script on oral reading can be explained by assuming brain damage causes more inhibition of the less dominant language. Our conclusion is that oral reading of familiar words in Chinese and Mongolian does not depend on independent cognitive systems or separate brain regions.

Does bilingualism help memory?

Zofia Wodniecka, Ellen Bialystok and Fergus Craik (York University)

Research on cognitive consequences of bilingualism has demonstrated that bilinguals show better performance than monolinguals in tasks that require high levels of attentional control. So far, the support for the bilingual advantage has been found in tasks that require resolution of conflict salient in the perceptual field. In the study reported here we asked whether the bilingual advantage in executive functions has consequences for more complex processes such as memory.

Jacoby and colleagues (e.g., Jennings & Jacoby, 1997) has postulated a dissociation between consciously controlled memory processes (recollection) and those that are automatic (familiarity). The two are claimed to be supported by different neural networks with recollection relying on frontal lobe structures and executive processes. Importantly, aging influences recollection but not familiarity.

The goal of the current study was to compare bilinguals and monolinguals in the two memory processes. Since bilingualism enhances executive functions, we predicted that bilinguals would demonstrate better performance than monolinguals in memory tasks that require recollection but that the groups would perform the same in tasks that require familiarity. Moreover, as recollection is susceptible to aging, we expected the difference between bilinguals and monolinguals to be especially apparent in older adults.

We tested 4 groups of participants: young and older monolinguals and bilinguals who performed the same on a number of background measures. There were two memory tasks in which participants had to rely on conscious memory to avoid repetition errors. Participants learned items at study (words in task 1 and abstract objects in task 2) and then performed two recognition tests consisting of both old (studied) and new items that have been repeated once after a lag of 1, 2, 4 or 12 intervening items. In the inclusion test, participants responded yes to any item that they had seen before, both studied and repeated. In the exclusion test, participants responded yes only to the studied items. The yes response to the repeated items in the exclusion test indicates a failure of recollection.

The data show that older bilinguals had better recollection than monolinguals on the word task, indicated by fewer false memory errors and more accurate recollection. In contrast, younger bilinguals had better recollection than monolinguals in the object task. The present study extends the relationship between bilingualism and executive control to processes accompanying retrieval of information from memory.

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[Patrick McConvell's abstract was omitted from the abstract chapter (through no fault of his).]

LANGUAGE ECOLOGY AS DETERMINANT OF LANGUAGE SHIFT OR LANGUAGE HYBRIDITY: AUSTRALIAN ABORIGINAL CASES

Patrick McConvell (Australian Institute of Aboriginal & Torres Strait Islander Studies)

The Aboriginal Child Language Acquisition project (ACLA) has been examining contemporary acquisition of languages and change in multilingual environments in four central Australian indigenous communities, where both traditional Indigenous languages and forms of Aboriginal English/Kriol are spoken. The common element in these communities is the rise of AE/Kriol over the last 50 years. In the case of two communities the result has been more or less complete language shift to AE/Kriol in the younger generation with loss of command of the traditional language. In the other two communities the outcome has been the development of a mixed language with elements of traditional language and AE/Kriol lexicon and grammar. In one of these latter hybridity cases, this is accompanied by loss of command of the traditional language to a great extent; in the other the traditional language has been maintained for some functions. The aim of this paper is to explore whether overall aspects of the language ecology of the communities can explain the differential outcomes. One hypothesis pursued here is that the number of competing traditional languages in the community plays a significant role. In the cases where language shift has been more complete, the original situation involved two or more traditional languages in competition. In the cases where hybrid languages have resulted, there was basically only one traditional language of significance in the community, sharing the ecology with AE/Kriol. The paper further examines whether different kinds of code-switching may result from such different language ecologies and mediate the different transitions; and whether other documented examples of language shift and radical change in Australian indigenous languages conform to the hypothesis proposed.

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